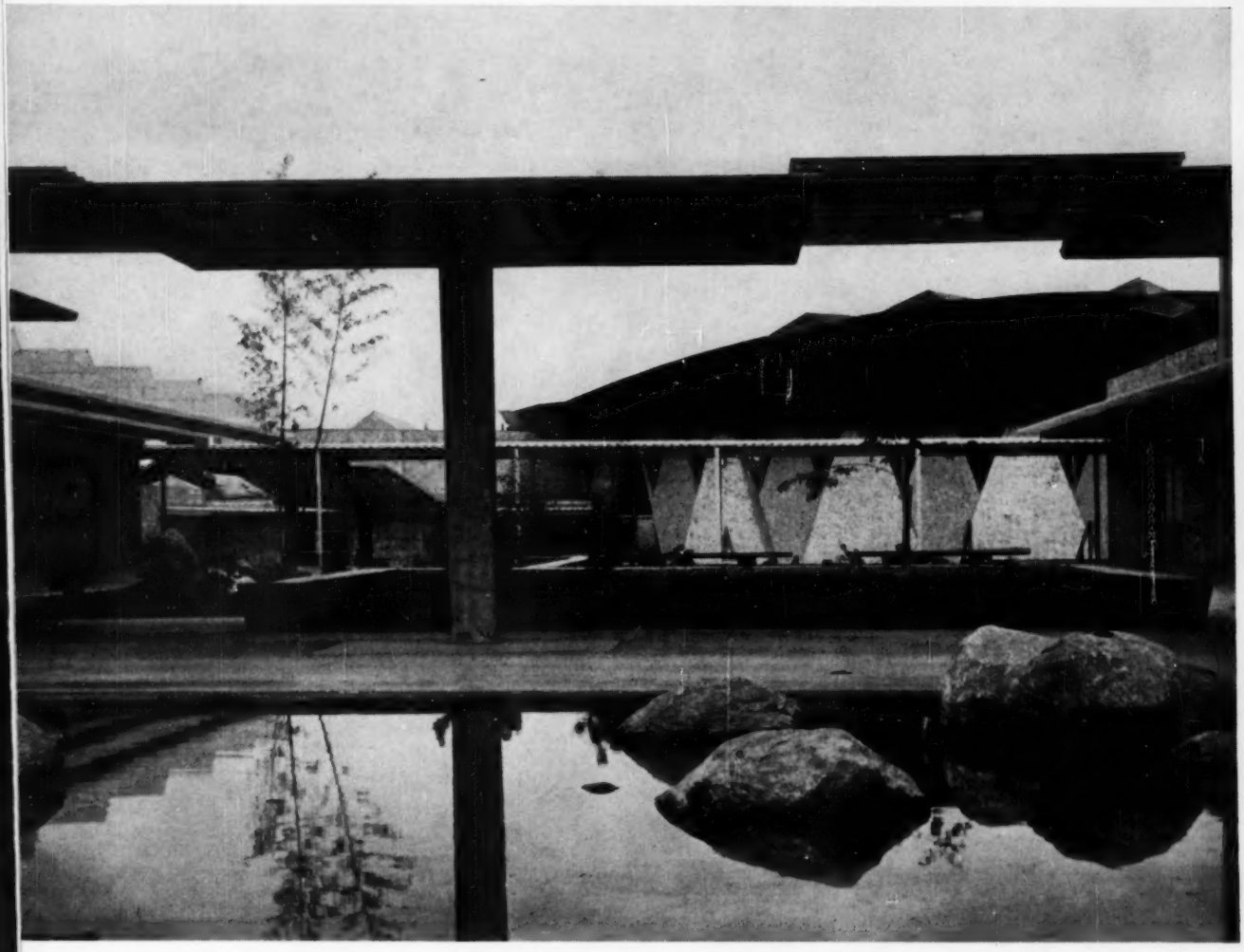

The American School Board Journal

A Periodical of School Administration

April *1961*

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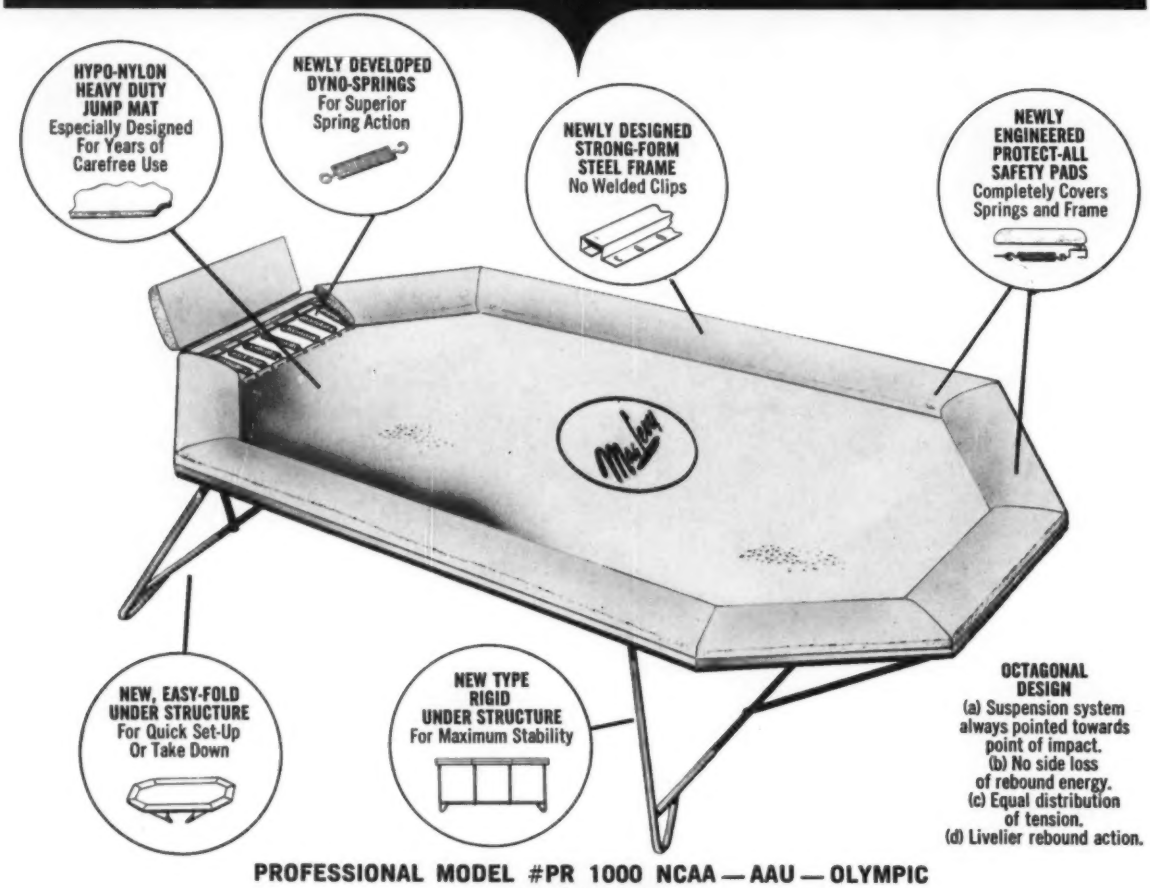
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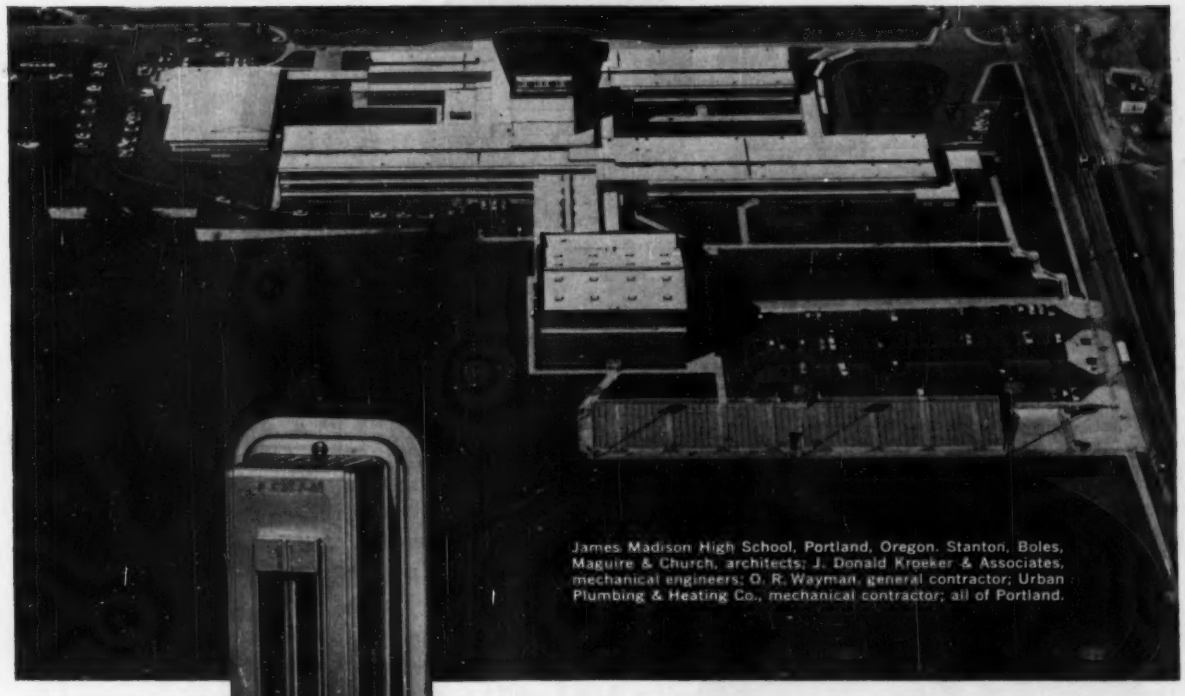

James Madison High School, Portland, Oregon. Stanton, Boles, Maguire & Church, architects; J. Donald Kroeker & Associates, mechanical engineers; O. R. Wayman, general contractor; Urban Plumbing & Heating Co., mechanical contractor; all of Portland.

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The American School Board Journal

April, 1961
Vol. 142 No. 4

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OUR COVER

The cover shows the circular gymnasium and open court with reflecting pool of Mountlake Terrace (Wash.) Senior High School.

Improve learning environment . . . reduce operating costs

Before

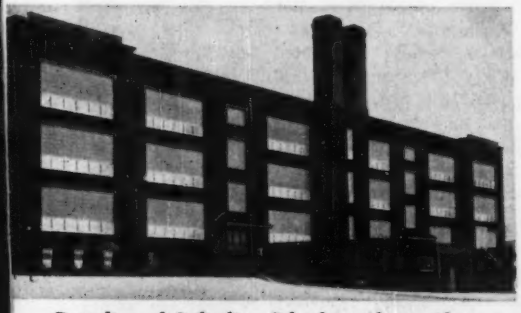
Fostoria High School before modernization.

After Fostoria (Ohio) High School looks 30 years younger after modernization with Shade Green Glass Block, says Superintendent Herbert L. Ford.

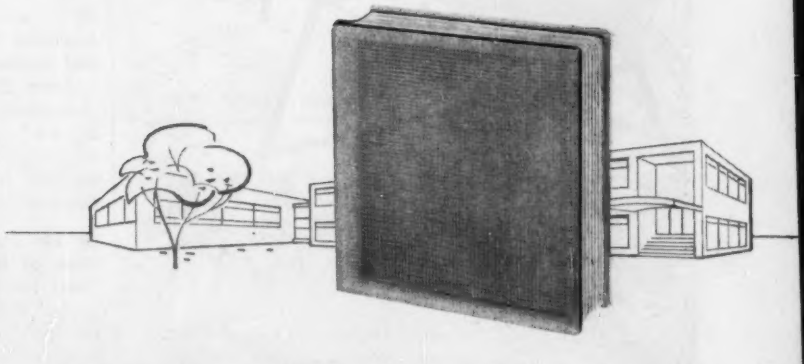
Shade Green Glass Blocks, installed in Boyceville, Wisconsin school, control severe sun conditions.

Shade Green floods classroom of Boyceville, Wisconsin, school with pleasant, diffused sunlight. Superintendent L. H. Mackie reports lower fuel costs, increased comfort.

Father Keiler, pastor of Transfiguration School, Detroit, is pleased with appearance and performance of Owens-Illinois Glass Block.



Custodian of Seiberling School in Akron, Ohio, finds it much easier to bring building up to proper temperature after installation of Shade Green Glass Block. C. B. Snodgrass is Superintendent of Schools.



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No. 3101 SIDE CHAIR
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the school scene

■ **The fall enrollment of full and part-time students in colleges and universities** at the beginning of the 1960–61 school year reached an all-time high of 3,610,007, according to a U. S. Office of Education report.

The 1960 fall enrollment exceeded the 1959 total of 3,402,297 by 6.1 per cent. It included 2,270,640 men and 1,339,367 women; the percentage increase was 4.5 for men and 9.0 for women.

■ **Innovations in school planning and design that are expected to help revolutionize education** were announced by the New York City Board of Education recently. The program includes the development of a teaching-laboratory center, designed with the newest equipment for experimentation in team teaching, house plan, variable teaching group size, and the use of teaching machines, including closed-circuit TV. Also planned are schoolhouses located in large-scale apartment and office buildings. The planned projects are the outgrowth of studies conducted by school officials with the support of the Educational Facilities Laboratories of the Ford Foundation.

■ A federal judge ruled on January 24 that **the New Rochelle, N. Y., board of education has deliberately created and maintained a racially segregated school.** The judge ordered the board to present to him before April 14 a plan to desegregate the predominantly Negro school, starting no later than the 1961–62 year. He accused the board of gerrymandering districts — moving neighborhood lines so that Negro children would be forced to attend the Lincoln School, an all-Negro school.

■ **The National Educational Television (NET) began operation of its Department of Utilization in February.** The Fund for Adult Education has made a grant of $200,000 to the National Educational Television and Radio Center in New York City. This is expected to underwrite half the department's costs for the next four years. Under the terms of the grant, the center is to provide additional financing at least equal to that amount. The department, which will seek to develop the maximum educational effectiveness of selected NET programs, is to be directed by Henry Alter, former executive associate of the American Foundation for Continuing Education.

■ The U. S. Office of Education reported in November that it made **$7 million available to 50 states,** the District of Columbia, and Puerto Rico in 1960 for the training of highly skilled technicians in occupations essential for the national defense. The largest amounts went to California, $514,389; New York, $487,642; and North Carolina, $460,206. In addition, $9 million will be provided during the current year 1961 and an additional $9 million must be provided by state and local governments under provisions of the National Defense Education Act.

■ **Specific results of long-range efforts to reduce class size in Seattle, Wash.,** schools were emphasized in the school system's December report. The number of elementary classes containing more than 36 pupils decreased from 197 in 1957 to 6 in 1960. In addition, the median size of these classes was reduced from 32.6 in 1957 to 30.2 in 1960. Junior high and senior high figures showed encouraging decreases for classes, but the figures do not include music, physical education, or adjustment classes. The change in median size of classes in junior high schools was from 31.3 in 1958–59 to 31.0 in 1960–61. In the senior high schools the change was from 29.2 in 1958–59 to 29.0 in 1960–61.

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says Royal Electric typewriters stand up "fine" under heavy classroom wear.

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New Shop to Plan?
MOST HAVE
MOST PREFER
This Kind of Floor

J. W. WELLS
DIAMOND HARD

NORTHERN MAPLE

Schools yielding to economy claims of easily dented composition floors for classrooms are more cautious where expensive tools and machinery are involved—a recent survey indicates.*

Except in auto mechanic shops where concrete floors generally predominate most of the shop supervisors report they "prefer" floors like the one shown above in the metalworking shop of the new Evergreen Jr. High School, Everett, Washington (J. W. Wells DIAMOND HARD Northern Maple).

Composition floorings, No. 2 to Hardwood Strip in mechanical drawing shops, appear to have few backers in other shop areas.

Use These Facts

* For "Facts on Floors in School Shops"—kinds now installed, kinds preferred in each area (Woodworking, Printing, Electricity, etc.) compiled from a survey by Industrial Arts Magazine — WRITE —

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NSBA Report

Special Interest Clinics Slated for NSBA Convention

Twenty-five topics, varying from new directions in quality education and teacher tenure to the question of who really runs our schools, will be discussed at the special interest clinics scheduled for the 1961 Convention at Philadelphia. Nationally known authorities and educational leaders have been asked to speak at these sessions which will be chaired by school board members from across the country.

Thirteen clinics are scheduled for the pre-convention evening, Wednesday, May 3, at the Hotel Sheraton. The NSBA headquarters staff has arranged 12 additional clinics for the evening of the opening day of the convention on Thursday, May 4. All sessions will be held at the same time in the Hotel Sheraton — from 7:30 to 9:30 p.m.

Most of the clinics have been planned in co-operation with national organizations. Besides the U. S. Office of Education, the National Education Assn. and several of its committees and departments, the American Association of School Libraries, the American Association of School Administrators, the American Institute of Biological Sciences, and the Secondary School Principals Assn. will be represented.

Other participating groups include the President's Youth Fitness Council, the National Organization for Legal Problems, the National Congress of Parents and Teachers, and the American School Food Service Assn.

Representatives from the Armed Forces will discuss educational opportunities in the services. Board members and superintendents concerned with the installation of air conditioning and educational TV in their schools may hear these subjects discussed by a representative of the American Institute of Architects.

At one clinic the director of the Catskill area project in small school design will speak on upgrading curriculum in a small school. At another, the role of the educational consultant in the improvement of American education will be discussed by a management consultant firm specializing in this field.

Representatives from the Girl Scouts of the U. S. will take part in the clinic dealing with the question of how public schools can co-operate with youth organizations.

"We believe that these clinics will provide participants with a broad scope of information and thinking on specific problems and issues which they can, in turn, interpret to their individual boards," asserted Roy O. Frantz, NSBA president. ■

"Learn and Compare" Is Purpose of NSBA European Seminar

Education in the U. S. vs. European education has been discussed in countless articles, papers, and books in recent years. Many school board members and administrators are confused by the varying conclusions.

Next November, NSBA is co-sponsoring a 17-day traveling seminar in key European cities for not more than 60 members of local and state boards of education, public school administrators, and their husbands or wives.

The Comparative Education Society and the International Commission of Phi Delta Kappa are co-operating with the association in arranging the seminar. Participants leave New York City on November 10, 1961, and return on November 27. The itinerary includes London, Paris, Hamburg, Stockholm, and Moscow. Should the Moscow visit prove unfeasible, Rome will be substituted instead.

Cost of the seminar is estimated at $1,000 per person and will include all transportation, hotel accommodations, and some meals. Seminar members may extend their travels to visit Belgium, Holland, Denmark, and Great Britain at no extra cost in air fare.

The Comparative Education Society, established to encourage comparative and international studies in education, has sponsored seminars and field studies abroad for the past five years. Phi Delta Kappa's Commission on International Education joined with the society in this significant undertaking.

Through Dr. Gerald H. Reed, the society's secretary-treasurer, arrangements have been made for personal contacts and discussions with educators, teachers and students on all educational levels. During the trip, the participants will have the opportunity to discuss and interpret what they have seen and heard under the guidance of the seminar leader.

Application forms may be obtained from the National School Boards Assn., 1940 Sheridan Rd., Evanston, Ill. ■

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Samsonite CHAIR BUYER'S GUIDE

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3 "UNBALANCE" IT! Place book or pads under leg of chair. Sit, as shown. If chair tilts or wobbles, it's not a Samsonite. All Samsonite folding chairs are *self-leveling*.

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5 FOLD IT! Grasp chair back; put foot on cross brace; pull gently. Samsonite chair will fold easily. (While you're at it, place finger in seat hinge. No danger. Samsonite *safety* hinge can't pinch.)

6 SIT IN IT! Instantly you'll know the difference. Observe that Samsonite folding chairs are contour-designed (both seat and back rest) for maximum comfort. Good looking, too.

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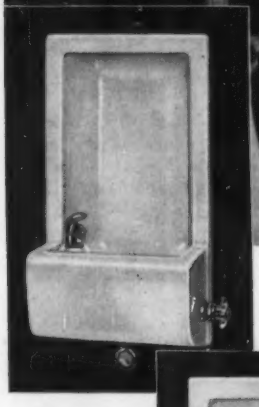

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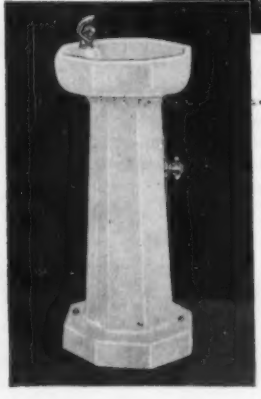

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Operate Safe School Bus Programs

JOHN B. MURRAY

Mr. Murray is a specialist in pupil transportation with the U. S. Office of Education.

Providing bus transportation for students is a problem in many school districts, especially where increasing demands for expanded and improved services are draining district funds.

School authorities are caught on the horns of dilemma! Administrators and school board members responsible for providing school transportation services are genuinely concerned, and rightly so, over the dilemma currently confronting many school districts.[1]

On one hand school authorities are confronted with the constant and ever increasing demand for expanded and improved school transportation services. The demands show no sign of tapering off because of such factors as the phenomenal growth of our suburban areas, increased school enrollments — generally estimated to be 44.5 million by 1970 (a frightening figure when one realizes that currently approximately one child in every three attending public elementary or secondary schools was transported by his school district last year), school district reorganization, and finally the increased demand by school patrons that pupil transportation services be provided. School patrons are requesting transportation services today, not only on the basis of such long-accepted factors as distance, population sparsity, and educational opportunity, but because of factors often directly or indirectly related to urban traffic problems, and often, it seems, because of an apparent aversion our society seems to hold generally against walking whenever it is possible to ride.

On the other hand school authorities realize only too well that excessive expenditures for school transportation can, if unchecked, drain needed funds away from the instructional program. This seems paradoxical because historically transportation services were often initiated on the premise that they would enable school districts to develop improved educational programs. While it is true that a major portion of the school's operating budget still goes for instruction, maintenance, and plant operation, school transportation and other auxiliary services are taking a substantial and growing percentage of the total operating budget.

[1]In this article the term "school district" refers to that administrative unit at the local level which exists primarily to operate schools or to contract for school services, or a geographical area which for specific school purposes is under the supervision or control of a single board of education and/or administrative officer.

Providing transportation services costs school districts in the United States, not including capital outlay, more than $440 million last year. Expenditures for school transportation, therefore, must be seriously considered today by any transporting district in analyzing its annual operating budget. Unfortunately, this conflict between the demand for expanded services and the necessity of budgetary considerations has perhaps encouraged school administrators to accept the rather widespread belief that low-cost school transportation is synonymous with economical school transportation and therefore a desirable goal.

Low-cost transportation and economical transportation are not, of course, the same thing. Although economy is an important aspect in evaluating the program, the district is equally obligated to consider transportation in terms of safety, adequacy, and efficiency.

If you are able to answer a majority of the questions in the following checklist in the affirmative, it is reasonable to assume that although your district is interested in operating an economical pupil transportation program, it is also interested in maintaining a safe and efficient one. Although some of the questions in the following checklist would pertain only to school district-operated programs, many would be equally applicable to the school district that provides this service through a contracted or privately operated pupil transportation program.

Purchasing of Supplies and Equipment

Although adequate equipment does not in itself insure an economic, safe, or efficient school transportation program, it does constitute one of the prime prerequisites for such a program. Often real savings can be realized through sound policies and practices in the purchase of such items as gasoline, oil, tires, and school bus insurance.

	Yes	*No*
1. Do all of the vehicles used for transporting children in your district, both school-owned-and/or-contracted, meet state and national minimum standards for school bus construction?	....	....
2. Are your vehicles purchased on competitive bids?	....	....
3. Are all bids submitted in terms of detailed specifications?	....	....

4. Are the specifications written in terms of your district's specific needs and requirements? ....
5. Has your district developed and adopted sound policies and practices in purchasing such items as gasoline, oil, tires, and school bus insurance? ....

Maintenance

Many local school units that operate transportation programs have not as yet developed, or at best are still developing, a sound program of school bus maintenance. Many districts, therefore, have not yet advanced to the point where they are able to achieve maximum economies through their maintenance program.

A sound maintenance program actually can achieve economies other than those directly resulting from the reduced cost of maintenance itself. For example, the savings realized from prolonging the life of a school bus can be considerable.

	Yes	*No*
1. Does your district make a periodic inspection of all vehicles, both school-owned-and/or-contracted, used to transport children?	....	....
2. Does your district have a specific and detailed plan for carrying out a preventive maintenance program?	....	....
3. If your district maintains a school-owned-and-operated pupil transportation program, has the feasibility of operating a district-owned school bus garage been thoroughly investigated?	....	....

School Bus Driver

The school bus driver is, in many respects, the key to safe school bus transportation. It is generally agreed that driving a school bus today requires special qualities, skills, and understandings that cannot be readily acquired except through stringent standards in selection and thorough training programs tailored to meet the specific needs of school bus drivers.

	Yes	*No*
1. Are all new school bus drivers, both those employed in district-operated-and/or-contracted programs, thoroughly investigated prior to employment in regard to their experience and previous driving record, character, and other personal qualities?	....	....
2. Does your district require a complete physical examination for all new drivers, both those employed in district-operated-and/or-contracted programs, prior to employment and an examination at least annually for *all* drivers?	....	....
3. Are all drivers, both those employed in district-operated-and/or-contracted programs, expected to participate periodically in some type of in-service training conducted by qualified personnel?	....	....
4. Are your school bus drivers generally accepted as important school employees by the entire school staff and the community?	....	....

Administration and Supervision of Your Program

When a particular school transportation program falls short of achieving a reasonable degree of safety, economy, and efficiency, all too often the difficulty is to be found at the administrative and supervisory level. Often the reason is a lack of clear-cut written policies that point out the division of responsibilities in the operation, supervision, and administration of the program.

Furthermore, the administrator responsible for transportation is often unable to give the time required to properly supervise the program, usually because of a heavy workload of other assigned duties, with the result that the administration and supervision of the school transportation program is often given far too little attention at the local level.

	Yes	*No*
1. Has your district developed and adopted specific written policies pertaining to all major phases of the transportation program?	....	....
2. In the administration and operation of the program are the responsibilities of the parent, the student, the driver, the teacher, and the administrative staff clearly stated and understood by all concerned?	....	....
3. Are adequate transportation records maintained so that, for example, a rather complete cost analysis can be made periodically?	....	....
4. Are transportation policies, rules, and regulations, as well as the district's school bus routes, schedules, and stops, reviewed periodically?	....	....
5. If your district maintains a school-owned-and-operated program, has the feasibility of employing a supervisor of pupil transportation who is able to give proper time to the detailed and technical responsibility involved in the administration and supervision of the program been thoroughly investigated?	....	....
6. If your district provides pupil transportation services through a contracted or privately operated program, has the feasibility of initiating a district-owned-and-operated program been thoroughly investigated?	....	....
7. Does your district have a planned program for teaching pupils sound school bus safety practices through various classroom activities, demonstrations, and emergency drills?	....	....

If you were able to answer all of the above questions in the affirmative, the chances are good that your district is operating not only an economical program, but a safe and efficient one as well.

If you were able to answer most of the questions in the affirmative, keep up the good work. Perhaps by adopting a few new policies and sound practices, your program will exemplify to a greater degree a safe, economical, and efficient program operated in terms of dollars and sense. ■

This is the scene last November near Lamont, Alberta, Canada, where a freight train smashed into a school bus killing 16 high school students and injuring 25 others.

Wide World Photo

The Law of Defamation: Trap for the Unwary Schoolman

REYNOLDS C. SEITZ

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Since perhaps no people exchange more information about others than do those engaged in school work, a noted lawyer and educator reviews the law of defamation for JOURNAL readers.

Schoolmen may be sued. Although privileged protection unknown to the "offender" and parental unwillingness to sue educators render it unlikely that a school man will incur money damage liability for defamation, an analysis of this aspect of the law is nevertheless justified by the responsibility of a schoolman to protect the legal rights of pupils, fellow workers, and society. Educators should have the satisfaction of knowing that they are conforming to the rule of the law.

The law of defamation should be of considerable interest to educators. Perhaps no people exchange more information about others than do those engaged in schoolwork. Teachers and administrators commonly make comments about a student to fellow teachers, administrators, parents, and prospective employers. Administrators frequently make comments about teaching or other personnel to other administrators or to prospective employers. Fact situations tend to induce many communications of a defamatory nature.

Recognizing this general situation, this paper will use the technique of presenting a number of fact questions to raise issues of legal responsibility for communications that may take place. However, before beginning it seems necessary to define defamation and discuss some situations which may justify communication of defamatory material.

Defamation: Personal Disgrace

Specific state statutes may vary somewhat in definition, but generally defamatory statements are those communicated to third persons that tend to diminish the esteem, confidence, good will or respect in which a person is held or which excite adverse feelings or opinions against the person in the eyes of a substantial respectable minority. Defamation is the invasion of a person's interest in his reputation and good name by communication to others which tends to lower a person in the estimation of the community by holding him up to ridicule, disgrace, contempt, hatred or contumely. Defamation contains an element of personal disgrace.

A defamatory statement can constitute a crime as well as a tortious injury under civil law. It is, of course, often difficult to stimulate the state to prosecute criminally. Most legal activity aimed at redress of injury caused by defamatory utterances takes place in civil courts with the purpose of obtaining money damages.

If defamation is in spoken form, it is slander. If it is in written or printed form, it is libel. Many jurisdictions apply the law of libel to spoken utterances over radio and TV on the ground that the harm done is equivalent to that produced when the written or printed medium is used.

Unless statutes intervene, the distinction between slander and libel has significance. At common law, unless the comment fell within four categories, there could be no recovery for slander unless special or money damages could be proved. The four categories that justified recovery for slander per se were imputation of serious crime, imputation of certain loathsome diseases, imputation of unchastity in a woman, and imputation affecting the plaintiff in his business, trade or profession. There could be recovery for libelous statements without proof of special damages, although damages would be enhanced if evidence convinced that the things written did cause financial damage to the plaintiff.

If the common law of slander controls, it would not be difficult to prove that spoken defamatory material injures teachers and administrators in their profession so as to obviate the need of proving special damages. More difficult in this respect might be problems revolving around the slander of pupils. Of course, many fact situations in the school field will involve libel instead of slander.

The niceties of legal distinctions which have an impact upon the amount of recovery of damages will not be pursued in this discussion. The thesis of this presentation — that school men owe a professional and moral responsibility not to needlessly defame the reputation of others — obviates detailed analysis of the probabilities of recovery from the money standpoint.

Absolute or Qualified Privilege

Several other efforts are suggested before the statement of specific fact questions. It is necessary to make clear that the utterance of defamatory material is oftentimes excused and indeed approved. The law explains this excuse for communication of defamatory matter under the terms absolute or qualified privilege. Both privileges are grounded upon the philsophy that some statements may be of such social importance as to excuse the defamatory remark.

Absolute privilege covers occasions which the courts refer to as being of so much interest to the public as to entitle the utterer to speak out his mind fully and fearlessly, knowing that he is immune to recovery on the ground that he is guilty of defamation. The privilege is so firmly entrenched that the courts do not permit inquiry into the intentions of the utterer and his belief in the truth of what he communicated. The privilege is limited to comments by judges, in

connection with judicial proceedings, comments by law makers during legislative sessions, and to communications of certain executive officers of the government in the discharge of their duties. If the privilege applies to school personnel, it would be through treating the utterer as an executive within the statement just enunciated.

Qualified or conditional privilege recognizes that it is essential that true information shall be given whenever it is reasonably necessary for the protection of one's own interests, the interests of third parties, or certain interests of the public. In order that such information may be freely given, most jurisdictions afford protection against liability for misinformation given in an honest and reasonable effort to protect or advance the interest in question. If such protection was not given, true information which should be conveyed or received would not be communicated through fear of the persons capable of giving it that they would be held liable in an action for defamation unless they could meet the heavy burden of convincing a jury that the statements were true. One who publishes false and defamatory matter of another upon a qualified or conditionally privileged occasion is liable if he abuses the occasion. Abuse will be found if the utterer does not honestly believe the truth of the defamatory matter or if he has no reasonable grounds for so believing.

In some states truth is an important defense to an action for defamation. In the most enlightened jurisdictions statutes have removed truth as a full defense and require that even if the utterance is true it must be published with good intentions and justifiable ends. The professional educator should most certainly conform to this norm and not attempt to rely solely upon truth as an excuse for publication of material or defamatory content.

Fact Questions

A. What defamatory facts and records can be released by school administrators and teachers to other school administrators or teachers? Under what circumstances?

It is not uncommon for a teacher charged with instructional and/or guidance responsibilities to come into possession of facts about a pupil under his or her charge. These facts may fall within the definition of defamation if they are communicated to others. Under the philosophy of qualified privilege they can, however, be communicated if the transmittal is made to one or several whom the teacher reasonably feels is qualified to work with the pupil toward the solution of problems that may exist and as to which a knowledge of the facts would be helpful. Since most frequently teachers could expect that building administrators could so help, the communication to them would most frequently be protected. But communications to any teachers or administrators who are not in a position to work with the pupil mentioned are not protected. The privilege cannot be grounded on the mere assertion that the communication was made with the intent of getting advice from one qualified to give it. If advice is all that is sought there would ordinarily be no necessity of revealing the name of any pupil. The name as well as facts need only to be given to those who can be expected to work with the pupil about whom the defamatory facts were told.

Qualified privilege would often sanction teachers and administrators forwarding defamatory information to other teachers and administrators who had been assigned the responsibility of giving guidance by counselling or supervising a pupil. If the intent is to give the teacher and administrator to whom the assignment is made facts which will help him gain insight into the pupil's attitudes and needs, there is a sufficiently important interest to support the privilege.

It seems quite certain that much unnecessary communication which is defamatory to pupils is carried on within a school and school systems.

There are a significant number of situations which justify communications by teachers or school administrators of defamatory material to their supervisors or other administrators. Oftentimes courts speak of special communications as being protected by an absolute privilege. But since fact situations would usually reveal that the utterance was for a socially justifiable reason, protection could at least be found in qualified privilege. Some examples will furnish illustration.

In Nebraska[1] the court found absolute privilege so as to make unnecessary the question of malice when a state superintendent of public instruction, in connection with his official duties, wrote to the county supervisor, accusing the plaintiff of poker playing and being under the influence of liquor. Oklahoma[2] found that defamatory statements about the librarian of a medical school made by the president and the dean of the medical school at a session of the board of regents was absolutely privileged, based upon a command by an Oklahoma board of regents directing the president of the university to report to the board any misconduct or irregularities of any teacher or employee. In *Sanford* v. *Howard*[3] the court found a defamatory communication concerning a matron and supervisor of buildings and grounds to be absolutely privileged. Illinois[4] stated that all communications passing between public officials pertaining to their duties and the conduct of public business are of necessity absolutely privileged. New York[5] found qualified privileged the report of a high school principal to the board of education that rumors concerning the plaintiff were being circulated among students and teachers. In an early Maryland[6] case, a superintendent of the Naval Academy who placed a defamatory endorsement on the plaintiff's resignation and forwarded the record up the chain of command was found not liable since no malice was proved. A very early Illinois[7] case made it clear that a school superintendent is qualifiedly privileged if he, in good faith, communicates to the school board his reason for revoking a certificate.

What Can Be Released?

B. What defamatory facts and records on pupils and staff can be released upon inquiry of (1) prospective employers, (2) school authorities and institutions at which a pupil or staff member may be seeking admission?

Since prospective employers and school admission authorities fall within the category of those to whom a publication is sanctioned by generally accepted standards of decent conduct, the answer to *Question B* is not too difficult. The law protects the communication under qualified privilege. If the publication is made in response to a request rather than volunteered, the fact will constitute extremely strong proof to rebut any assertion that malice exists.[8] A Minnesota[9] case illustrates qualified privilege

1. *De Bolt* v. *McBrien*, 147 N.W. 462, 92 Neb. 237 (1914).
2. *Hughes* v. *Bizzel*, 117 Pac. 2nd 763, 189 Okla. 472 (1941).
3. 660 Pac. 2nd 644, 185 Okla. 660 (1939).
4. *Haskell* v. *Perkins*, 165 Ill. App. 144 (1911). A unique example of absolute privilege is exhibited by *Barr* v. *Matteo*, 360 U.S. 564, 79 S. Ct. 1335 (1959). The United States Supreme Court by a 5–4 decision found absolutely privileged a press release by the head of a federal agency announcing his intent to suspend a subordinate official of the agency because of the part which he had played in formulating and announcing without authority a plan for the utilization of certain agency funds. The challenged press release was circulated after severe criticism of the plan on the floor of Congress and in the press.
5. *Forsythe* v. *Durham*, 200 N.E. 674, 270 N. Y. 141 (1936).
6. *Maurice* v. *Worden*, 54 Md 233 (1880).
7. *Rausch* v. *Anderson*, 75 Ill. App. 526 (1898).
8. *Salow* v. *General Motors Truck Co.*, 64 Fed. 2nd 105 (1933); *Edwards* v. *James Stewart Co.*, 160 Fed. 2nd 935 (1947); *Doane* v. *Grew*, 107 N.E. 620 (1916). See also *Legal Immunity for Defamation*, 24 Minn. L.R. 604, 613 (1940).
9. *Hoff* v. *Pure Oil*, 179 N.W. 891, 147 Minn. 195 (1920).

applied in a fact situation where the communicator answered a number of specific questions in an employer reference form. Some jurisdictions have extended qualified privileged to volunteered communications to prospective employers. Although this result cannot generally be assured, it does seem that educators should be accorded the privilege of volunteering certain defamatory matter to prospective employers in the field of education or to school admission authorities. This is because educators certainly have a responsibility to safeguard their profession from the entry of individuals who have manifested significant deficiencies in character, integrity or personality traits.

A caution seems appropriate in connection with the communication of defamatory material to prospective employers or school administration officials. Care should be taken to be certain that the request comes from an authentic source. Unless the utterer is sure of the voice it may be dangerous to release defamatory information over the telephone. A precaution would dictate that one politely ask that all requests come in by letter on stationery which would identify the inquirer. It will be helpful to keep the request on file with a carbon of the reply.

C. Can defamatory facts concerning members of the profession or school staff or pupils be discussed at closed and public sessions of school boards?

Cases cited in answer to *Question A* would suggest an affirmative answer. Certainly the recipients of communications under the circumstances indicated by *Question C* have a valid interest in receiving the information. The utterers also have a vital interest in securing the assistance of fellow members of the school board. Indeed the situation is such as to often impose upon one a duty to speak. The Arizona[10] court made clear that the privilege would hold even though the utterance was made at a board meeting in the presence of other citizens who were in attendance. Kentucky[11] has gone so far as to hold qualifiedly privileged a statement at a P.T.A. meeting that the principle of the school was guilty of immoral conduct with girls of the school. Pointing out that the P.T.A. was organized for the purpose of discussing problems of the school and its welfare, a discussion of the teacher's conduct and moral fitness was found to be privileged, if the utterer reasonably believes the facts to be true. The members of P.T.A. were said to have a vital moral and social interest in the welfare of their children.

10. *Connor* v. *Timothy,* 33 Pac. 2nd 293, 43 Ariz. 517 (1934).

11. *Thompson* v. *Bridges,* 273 S. W. 529, 209 Ky. 710 (1925).

Releases to Officials and Parents

D. Can defamatory facts and records pertaining to pupils or professional staff be released upon inquiry (not court order) of (a) the police and (b) the F.B.I. or other accredited governmental investigators?

If the queries are being made in furtherance of the role of government as a prospective employer, the answer to the propriety of releasing the defamatory information has already been discussed and is generally sanctioned by qualified privilege.

The query of the police or F.B.I. officials might, however, be made in furtherance of a criminal investigation. It is generally conceded that statements made to an official in the course of his investigation of a crime are privileged if made in good faith on a probable cause.[12]

Newell in his volume on slander and libel[13] presents the thesis that since everyone owes to society the duty to assist in the discovery of any crime, dishonesty or misconduct, information which will lead to detection of the culprit can be communicated provided that the law enforcement officer who asks the information has proper and valid authority.

E. Can defamatory information be released to parents or guardians?

Since it can be presumed that in almost every instance the parent or guardian has an interest in the child under his charge, the educator would enjoy a conditional privilege in relaying defamatory information about such child. The intent, of course, would be to enlist the aid of the parent in helping to deal with the particular problem needing attention.

There would be few situations which would sanction the educator in communicating to parents defamatory information about the professional or school staff. This is because generally school men could not properly look to the parents for assistance with a problem which involves the conduct of school personnel. Of course, if a certain child was clearly and seriously harmed by the act of a member of the school staff, the situation often would require that the educator explain the facts to the parent. If the communication was defamatory, it would be protected under the privilege of a true statement uttered with good intention and for justifiable end.

F. When intent is to investigate the fitness of a teacher or other school personnel, is there any danger in properly qualified parties asking leading questions containing defamatory content of those of whom inquiry is made?

12. *Annotation on Libel and Slander,* 140 ALR 1466; *Communications in Aid of Law Enforcement,* 33 Amer. Jur., Sec, 137; *Bell* v. *Bank of Abbeville,* 38 S.E. 2nd 641, 208 S.C. 490 (1946).

13. Fourth Edition at Sec. 410.

Language used by the Supreme Court of Georgia[14] in a 1958 decision, seems to furnish the rationale which can be used to answer the question. Factually, in the Georgia case the president of a college during the investigation into a theft occurring in a girls' dormitory made certain defamatory oral accusations which it was alleged were overheard by another faculty member who was properly in the room and assisting with the investigation. These facts involve a somewhat different issue than the one presented by *Question F.* But the philosophy which the Georgia court used to find qualified privilege would seem to be equally applicable to the issue raised by *Question F.* The Georgia court stated:

> The right of members of the faculty of a college who are entrusted with the supervision, regulation and training of boys and girls, to speak freely with each other in the performance of those duties is involved. No one, and certainly no parent of those students would wish that the faculty abdicate or even half heartedly perform their duties in this respect. It would be nonsense to require them to maintain discipline and moral conduct, and at the same time deny them the right to confer with each other revealing facts, circumstances and suspicions of wrong doing by any student. . . . Any legal restraint . . . on faculty in the reasonable discharge of duty, not only would not be beneficial to the child or student but might well be disastrous to them. Neither the home nor the school can properly and successfully function if faculty or parental authority to control and discipline is withheld. In such a case each will be degraded from its noble objective of producing worthy citizens. . . . There is neither law nor good sense for denying or fettering such powers.

The language, although applied to a fact situation of investigation of student conduct, could be essentially applied as well to justify the use of defamatory leading questions during a legitimate investigation of the fitness of a teacher or of many other categories of school personnel.

Of course, the questioner would have to hold a position which has thrust upon him the responsibility for safeguarding school operations. He would further have to have reasonable grounds for believing that facts exist which point the finger of suspicion as to certain serious character deficiencies or dereliction of duty on the part of one named in the leading question. The direction of the questions would need to be confined to those whom the inquirer would reasonably believe to be in a position to know facts which would permit an answer.

14. *Walter* v. *Davidson,* 104 S.E. 2nd 113; 214 Ga. 187 (1958).

A 1951 Utah case[15] seems to substantiate this reasoning. Against a background of theft the court therein stated: "An employer should not be penalized for communications made to employees supposed to have knowledge of such matters, where made in good faith and for the honest purpose of discovering the truth or of protecting his business."

Law Does Not Protect Rumors

G. If there is conditionally privileged occasion, can defamatory rumors and suspicions be communicated?[16]

This question is most challenging. Its very form is intended to convey that the law will not protect communication of rumors and suspicions if there is not a conditionally privileged occasion. If, however, as previously presented in this discussion, the relationship of the parties is such as to give rise to a conditionally privileged occasion, there are circumstances which will justify the communication of rumors and suspicions.

If a person having a legitimate interest of sufficient significance makes an inquiry in good faith, circumstances may indicate that he expects a response which contains not only well founded beliefs, but also any information which may be possessed by the person queried. In such an instance a person to whom the request is made may pass on such information if in so doing he does not mislead by communicating as facts within his own knowledge matter which is only hearsay. In other words, rumors and suspicions should always be labeled as such. The safest course is also to indicate something about their source.

It is important to understand that one should not communicate rumors and suspicions in response to every inquiry. Safety exists only if the person requesting the information has an interest of sufficient importance. In the school field it seems certain that a great number of inquiries of such sort would be grounded on interest of sufficient significance.

The *Restatement of Torts* goes so far as to state that if the interest which a person reasonably believes to be in great danger is of great value, and if the harm which he reasonably believes is threatened thereto is a serious one, a person may be justified in communicating defamatory rumors and suspicions which are not supported by evidence sufficient to justify belief in the truth thereof. The converse of this result follows if the interest or risk does not measure up by the yardstick just indi-

15. *Combes* v. *Montgomery Ward & Co.*, 228 Pac. 2nd 272; 119 Utah 407 (1951).

16. *The Restatement of Torts*, Section 602, the authoritative work which expresses the firm weight of authority in the law, is drawn upon to support the position taken in answer to the question raised.

(*Concluded on page 42*)

Content of the Board Policy Handbook

JIMMY MAGOULAS

In this second article on written school board policies, the author proposes an outline to aid school boards in formulating an organized and effective written policy manual.

Research studies and textbooks in administration show general agreement among professional educators that every school system should have written policies and that interest in written policies has increased since 1955. In fact, a definite trend now exists toward the adoption of written policies by school boards throughout the nation.

In light of these findings, a questionnaire was mailed to all board chairmen and superintendents in Virginia to determine the reasons or obstacles why some school boards do not have written policy manuals. Responses were obtained from 71 per cent of the board chairmen and 92 per cent of the superintendents. It was found that the major obstacle to the development of written policies is that the school board and superintendent are too busy with regular functions to devote time to the development of a policy manual. In addition, board chairmen and superintendents concurred with the belief that the writing of school board policies would be a tremendous undertaking. This appears to be a realistic and justifiable belief.

Policy manuals must avoid excessive detail, vagueness, incompleteness, unnecessary items and other weaknesses in content to be of value to a school system. The formulation of a policy manual could be a tremendous undertaking, but its importance to a school system justifies the necessary time and effort.

Since the time factor was the major obstacle to the development of written policies in Virginia, the assumption was made that a guide based on the findings of research could lessen this obstacle. Therefore, this article will (1) report to board members and superintendents the content most often included in 250 local school board policy manuals from 36 states, and (2) organize the content most often found in policy manuals into a guide to provide assistance to school boards in the initial stage of developing their policy manuals.[1]

Content of Proposed Guide

There are three unique features of the proposed guide which is organized into ten chapters. First, it covers only school board policies. Rules and regulations, administrative in nature, should be included in a separate publication. The terms *policies* and *rules and regulations* are not synonymous. Policies are guides, outlines or principles that (1) determine how problems or cases shall be solved, (2) determine plans for future action, (3) express the intent of the school board, or (4) describe in general terms the purpose and organization of a school system. In contrast, rules and regulations are administrative regulations which grow out of the policies formulated by the school board subject to board approval. School board policies pertaining to rules and regulations are set forth in Chapter 10 of the guide.

Second, the direct quoting of state laws, when applicable, is omitted. The policies of the board should be consistent with state laws for the management and control of public schools. References to state laws should be placed in parentheses directly to the right of the board policy. Third, a three-digit system of chapter and section marking is used. The digit to the left of the period indicates the chapter. The two digits to the right of the period indicate the section in the chapter.

The proposed guide could be of as-

[1]For a complete analysis of the content found in policy manuals see: Magoulas, Jimmy, *A Study of the Development of Written School Board Policies in the County and City School Systems of Virginia*, Doctoral thesis, University of Virginia, 1960.

sistance to school boards in developing or revising policy manuals. It was based on recommendations found in the review of literature and content most often found in 250 local school board policy manuals throughout the nation. It includes the recommended minimum content for policy manuals. The guide should not, however, be considered all inclusive because the needs of school systems vary with the locality. Additional sections, therefore, should be added to meet the needs of individual school systems. ■

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10.05	Applicability of Rules and Regulations

If this were the year 1975, you might, after reading this article, call your home, give the machine answering the telephone a number indicating the menu you wish prepared for this evening's dinner, tell the machine what time dinner should be served, and find dinner on the table upon arriving home. Your call would have set machinery into operation which would have taken the needed materials out of the refrigerator, cooked them, and set the table for dinner.

On your way home from work you might stop at a supermarket to do your weekly shopping. Instead of pushing a cart, you would simply walk through the store marking the goods with a stamp you had picked up at the entrance. As you stamped the goods, you would deposit them in nearby receptacles. After completing your selections, you would find your goods neatly packed and waiting for you at a check-out counter. After you had paid for them, a machine would load them into your car. The entire process of sorting, packaging, and billing would have been done without the benefit of human energy.

Although the foregoing may seem like science fiction, they are examples of automaticity which are being used today and which should become common within a short span of years along with other improvements in our way of living. The world is now entering the age of automation.

Dr. L. T. Rader of General Electric has defined automation as follows: Automation is the progressive, step-by-step improvement of manufacturing operations until continuous automatic production results: this means that products would be made, inspected, assembled, tested, and packaged in one continuous flow.

Automatic machinery can learn from past experience, can make choices, can draw logical conclusions from data, and can duplicate the human senses. Automatic machinery can tend machines, can repair them, can order materials, and can keep records of production and distribution.

In many industries it is possible today to run entire plants with only a handful of production workers or none at all. For instance, many oil refineries are run without any production employees but only special duty employees who supervise the work of the oil refining machines.

In the business world the use of computers is becoming widespread. All have heard of the wonders of these machines in forecasting the weather and the results of elections. On a smaller scale, computers are being made today which will sell for under a thousand dollars and which will be available to small as well as large businesses. These computers will be able to handle many of the mechanical chores now being performed by office workers.

Effects of Automation

The introduction of automatic machinery into all phases of man's life will have many important effects. It will particularly affect the rate of productivity, the vocational life of the individual, and the amount of leisure available to the worker.

The most encouraging effect of automation will be an increase in the number of goods produced with an accompanying rise in the standard of living. It is quite possible that in the future the average man will enjoy a standard of living comparable or superior to that of the wealthy today. Under a system of automation there is no practical ceiling on the amount of goods which can be produced. Part of the reason for this is the fuller utilization of plant which can be made with automatic machinery and the reduction of human error. More important is the increased speed with which automatic machinery can produce goods. The primary importance of automatic machinery is not that it can do jobs now done by man, but that it can accomplish tasks beyond the capabilities of man.

Another obvious result of automation will be the displacement of many workers. As automatic machinery takes over much of the drudgery that now characterizes man's work, man will be forced to upgrade his skills and to perform tasks that are more stimulating and interesting.

Many feel that automation will result in widespread unemployment, but in actuality automation may create more jobs than it destroys. This has been the case to date. This is explained by the increased productivity which results from automation and the need for more people in such areas as engineering and distribution.

Much of the harmful effect of displacement can be avoided by close co-operation between labor and management. However, the harmful effect of displacement cannot be avoided without a more adaptable worker, who will have not only the skills necessary to operate in the age of automation, but also the broad general understandings necessary for maintaining a positive attitude toward a constantly changing world.

Another way in which widespread unemployment will be avoided is through the shortening of the work week. This, in turn, will create more leisure time. The taking over of many tasks by automatic machinery will allow the work week to be cut drastically. Today many industries are moving toward the 35 hour week, and eventually workers may be on their jobs for three days a week or less. Obviously, much more provision must be made by society for leisure time, and adults will face the prob-

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Technological advances have posed a challenge to the nations educators in the form of automated education; the author evaluates this challenge and its many implications for the future.

Automation Challenges Education

WILLIAM C. ROCK

lem of learning how to make the best possible use of this leisure.

Implications for Education

The effect of automation which overshadows all others is the creation of a constantly changing world. No matter how certain trends may appear at the moment, the rapid change that is taking place in technological development may alter the pattern. The present generation of adults is bewildered and confused by the many changes taking place. Many seem unable to cope with the changes that are affecting our basic institutions and values, and some try to resist these changes to no avail.

The primary educational task, then, is to prepare students for life in a changing world in which it is impossible to predict with any great degree of accuracy what the world will be like when they are adults. To do this requires that attention be given to the skills of problem-solving, research, leadership, self-discipline, self-direction, and decision-making. Modern society demands that students be encouraged to think creatively.

These skills cannot be taught in a situation where the teacher is always in front of the class filling the children with "pearls of wisdom." To gain these skills, children must have the opportunity to work in small groups, to plan some of their own activities, and to pursue topics in which they are interested. It is further essential that students have some opportunity to work in groups where there is an absence of teacher control at some point during their schooling.

In terms of general education, the curriculum should be based upon areas of living with an eye to the future rather than broken down into less comprehensive subjects. As long as these subjects exist as separate entities, students will continue to find it difficult to see society as a whole and to integrate their thoughts concerning it. For example, a course might be built around the problem of leisure. Science and mathematics would play an important part in the reasons why leisure time is increasing. The arts of government, music, painting, literature, and handicraft skills would portray important outlets for this leisure. History would provide the vehicle to show the increasing growth in leisure time. In other words the problem of leisure, when viewed historically and in the present and future, presents a problem of living on which all areas of the traditional curriculum come to bear.

Technical Courses Also Needed

This does not mean that there should be no technical courses. There is a stronger need than ever before for students to be aware of the technical processes of modern society. Throughout their schooling, students should be constantly made aware of the vast technological world through field trips, research, and films. As students begin to reach a point where vocational preparation is important, these students should be provided opportunities to actually work under supervision in factories and offices. To do this will require close co-operation with the business and industrial community. Moreover, it will become increasingly important to emphasize broad understandings in the vocational subjects rather than to drill students on practices that may well be outmoded by the time they are ready to enter the occupation. It will also be necessary to attract better students into the areas of business and industrial arts.

Since much of the curriculum will be devoted to the guidance of students in helping them to understand a changing society, the guidance specialist will have more time to act as a resource person in supplying teachers with needed information to carry out their task. The guidance office must pay more attention to follow-up work if it is to provide meaningful information.

It will be necessary for schools to expand their programs of adult education to help retrain displaced workers. It is essential that these programs be developed in close co-operation with industrial and business leaders. Another major part of the

Ohio State Department of Education

There is a stronger need than ever before for students to be aware of the technical processes of modern society. As students begin to reach a point where vocational preparation is important, these students should be provided opportunities to actually work under supervision in factories and offices.

adult education program will need to be devoted to the improved use of leisure time. It is surprising to note that some educators today are criticizing existing programs of adult education for devoting too much attention to leisure time activities when leisure is in the process of replacing work as one of the main focuses of man's life.

The basic task of keeping abreast of new developments in society and of keeping the schools as far up-to-date as possible will be a major responsibility of the school administrator in the local situation. The process of rapid change will force the administrator to make wide use of lay and staff committees in formulating basic school policies, especially in the area of curriculum. The administrator who plans from the front office will not possibly be able to keep up with the rapid changes that society is undergoing, and his students will be the victims of his conceit or insecurity.

What administrator knows but a few of the developments in all of the broad areas of society? What science teacher knows more than several of the many discoveries made in science last year? What social studies teacher is aware of the many complex issues that are arising due to new inventions? To build the curriculum of the future, the talents and knowledge of the whole school and community will have to be utilized. The need for democracy in education has never been more clear than it is today.

It is also clear that local communities may not have all of the intellectual resources available which are necessary for planning. It is essential that school boards begin to give consideration to the possibility of calling in consultants more often to aid the local community in planning changes. It will also be necessary to give more consideration to changes taking place in the national community as well as to those changes taking place in the local situation.

Communities will also have to give much more attention to the possibilities of new types of automatic equipment that are becoming available to the schools. Too high a proportion of money is being spent at present on the building rather than the equipment. Schools of the future must become more efficient if students are to receive enough education to cope with society. This may require the spending of a proportion as high as 75 per cent on school equipment as against the cost of the entire building. Although this proportion might seem high to some educators, it would seem quite natural to industrial leaders who are already doing this to increase the efficiency of their plants.

Machines can and will be built that can take over many of the routine tasks performed by teachers, thereby permitting the teacher to spend more time on planning and working with individual students. Machines could keep attendance, drill students, grade papers, and supply routine information to the students. One need only consider the advantages of a machine which would supply the students with detailed information concerning an occupation at the flick of a switch. The material in the machine would be the result of the extensive research of many experts in the field of vocational information. It would obviously be impossible for a single guidance counselor to be aware of all the many occupations which exist whereas a machine can store this much information and supply it on demand. At the same time, the counselor would have more time to help the student understand himself since he would not also have to explain the merits and requirements of various occupations.

Automation is one of the most vital challenges that education has faced. It will take the combined efforts of all citizens to meet this challenge by providing adequate education to meet the needs of the coming age. Failure to accomplish this task will be costly to the total well-being of the nation. ■

Although some teachers are able to use their summer vacations for travel and further study, many must find other employment during the summer months to supplement their teaching salaries.

They Call It A Vacation

ARTHUR S. GREEN

Mr. Green is a free-lance writer with B.S. and M.A. degrees in Education.

This June more than a million-and-a-half teachers will close their records, wave good-byes, and turn their backs on the classroom for the summer. For some it means a real vacation of travel or leisure or a time for study. But most, including virtually all breadwinners, will switch employment roles which dramatize their summer vacations as misconceptions.

Some of the men will work at higher-paying jobs as construction workers or relief janitors for vacationing custodians. Some of the women will land choice jobs as secretaries in air-conditioned offices. But the rest will compete for a bewildering variety of jobs against their own students. To them, the summer really means a "payless layoff" and juggling of budgets until fall.

"So get a summer job in something related to teaching." This is the directive aimed at the teachers.

But those who hire for jobs allied to teaching know that the race for them is so great, they can easily obtain the cream of the crop for next to nothing. The supervisor of a huge California camp counseling service had several hundred summer openings last spring. She placed job-seeking teachers for as low as $45 a week and offered a maximum of only $69 weekly to senior counselors. Also, because these jobs are temporary, they are without the advantages of pay raises or the fringe benefits of year-round jobs.

This problem of teachers searching and competing for summertime employment while their communities believe they're enjoying vacations has been enough to justify many leaving the classroom. Each year more of the best teachers are changing their careers for year-round jobs with paid vacations, more so in the large industrial areas with higher-salaried job offerings like "industrial teaching" and "sales representatives."

The personal lives of its teachers is not necessarily an official consideration of the school administrator and his board. But the educational progress of the students it serves is. Hiring and keeping qualified teachers is one of its most important functions. Unless school officials realistically understand the vacation problems of their staffs, they'll continue to compete with higher-paying employers within their own communities for the best teachers.

Of course, higher salaries for teachers is a good solution, but it's not the only solution. Many school districts are already spending the maximum their budgets will allow on teachers' salaries.

Here are some practical solutions which are actually working.

1. Utilizing teachers' services during the summer months

Until recently, the only kind of services for which boards of education hired teachers during the summer months was for custodial services. But now various boards are utilizing more of their regular teachers on professional levels. During the summer of 1959, the Pasadena City Schools established an expanded summer school program extending from elementary through junior college. The result? Their enrollments quadrupled and Superintendent Robert E. Jenkins reports, "We feel it's an answer to both the use of both our school buildings and personnel on a 12-month basis. It also provides opportunities for many of our teachers to be employed during the summer."

But like most cities and towns throughout the country, summer schools alone do not solve the problem because there are usually many more teachers than vacancies. So cities like Pasadena have initiated still another profession move, that of employing teachers during the summer to work on curriculum programs rather than using them on a released-time basis during the regular school year or expecting them to squeeze this work into their already crowded teaching day.

2. Advertising summer job openings for teachers

Rather than compete with businesses within the community for teachers, some school systems have encouraged a two-way street between outside employers and teachers. The personnel department of the Chicago Public Schools, for instance, makes available to any teacher a list of summer openings for positions as directors, counselors, and other comparable activities.

3. Upgrading salary schedules of heads of households

Some boards may question this procedure, but the communities which practice it have met with great success in getting, satisfying, and keeping good teachers. This is especially valuable in the geographically isolated communities as well as in communities where the average earning level of the parents is considerably higher than the teachers.' Rather than having salary schedules which discourage fathers and breadwinners, they've given these very people incentives for teaching in their systems.

4. Informing the community

To help his community understand that teachers aren't loafing at the taxpayer's expense during the summer months, the administrator must thoroughly explain that his teachers go unpaid during the summer months. He should also explain why certain teachers must find jobs and why others must attend colleges or universities or take educational trips. ■

The School Plant

The school plant section of this issue enters into the spring season with a close look at one of the most attractive high schools to be built in the Northwest in recent years. The plant, located in the Mountlake Terrace suburb of Seattle, Wash., is a striking school designed to facilitate the concept of team teaching in its instructional program.

The April SPECIAL REPORT covers four approaches to purchase and development of school sites. The articles give valuable answers to specific and general problems which superintendents and boards of education may encounter with regard to the school site.

How wood was used almost exclusively in building an elementary school in Arcata, Calif., and an article on the current uses of stainless steel in school construction are also presented for review in this issue, which is planned for all school plant personnel.

Mountlake Terrace Senior High School

Architect Ralph H. Burkhard of Seattle, Washington, created a compact "wing" design for a comprehensive senior high school — which utilizes an extensive "main court" core for area separation.

1. Educational Planning

HAROLD SILVERNAIL

Dr. Silvernail is superintendent of Edmonds School District No. 15 near Seattle, Wash.

It took more than three years of planning, designing and construction before the Mountlake Terrace Senior High School in Edmonds, Wash., became a reality. It was the second of two new high schools in the district.

Previous to work on the first new school, senior high students in Edmonds were housed in a multi-story building that had evolved into a maze when additions were made over a period of fifty years. The school board decided to convert it into a junior high school and plan and construct a new senior high facility.

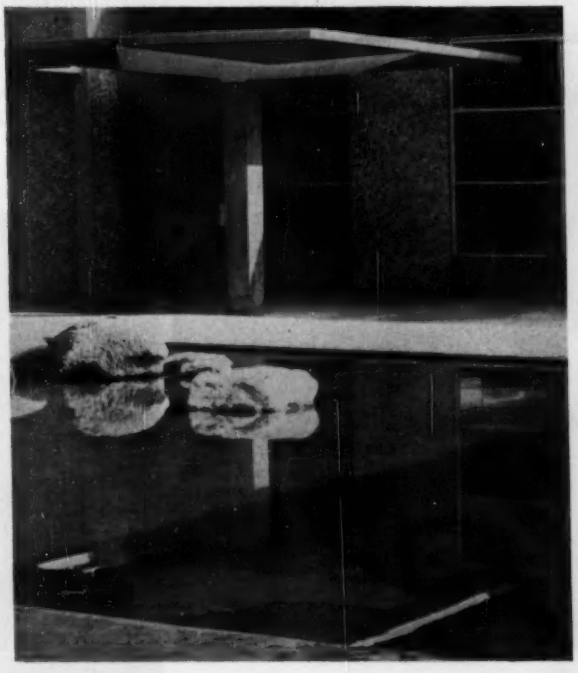
To plan the first new high school, an organizational structure that had worked well in several elementary school projects was used. However, it was discovered later that planning secondary facilities is an entirely different task and requires a different approach than elementary school planning. Even after a thorough job of educational and construction planning, the first senior high school presented problems never before experienced.

The geodesic dome round gymnasium encloses 12,500 square feet of usable space and can seat 2,500 persons.

The staff had difficulty transferring paper plans to concrete and mortar; the building turned out to be different from what the staff thought they had planned. Teachers and administrators were frustrated because the old program wouldn't fit the new building. The new look of a single story campus plan precipitated controversy among the public. It had accepted the new look for elementary schools but not so for the high school. However, the staff entered the task of planning a second high school inspired to profit from experience.

The school board, anxious to plan an economical and functional building and to avoid the problems which occurred in planning the first high school, reserved for its action the final and legal approval of: (1) the educational specifications, (2) architect selection, (3) site purchase, (4) architectural plans and specifications, (5) construction contracts, (6) furniture purchasing authorization, (7) acceptance of complete structure, and

Below is a view of the main entrance to the building with a reflecting pool as part of the landscape.



(8) certain stages of planning and interpretation of the school program and building plans to the public.

The professional staff began preparing educational specifications for the new high school. Responsibilities were divided by the central administration staff and apportioned to committees of the high school and central office staffs — both professional and non-professional. The teaching staff was organized by departments to adequately cover the total school program. For a period of six months, these committees explored what the 1970 and year 2000 programs might become. They were urged to plan flexibly but practically for a high school program which might radically change in the next few decades. This experience alone was a tremendous inservice program for the staff. Committee chairmen pressed their members and eventually each committee presented its views to the central steering committee on the following:

1. Realistic objectives for each assigned department or area
2. Lists and descriptions of the activities that would be performed in the areas
3. Estimates of the space needed to meet these objectives
4. The special facilities, furniture, etc., needed to meet objectives
5. Simple sketches or written explanations of program facilities, etc., that might assist the architect in planning a facility.

The steering committee later assimilated all the data into an educational specification that "made sense" and then published it. The document was then submitted to the board for amendment and approval after a public hearing.

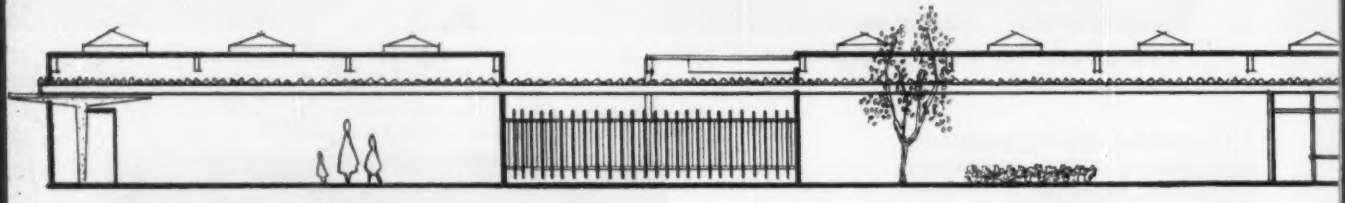
Architect Ralph H. Burkhard of Seattle, Wash., joined the planning very early. Representatives of his staff attended committee meetings to gain an understanding of the proposed educational program for the new school.

Finally, after a year and a half of educational and architectural planning, the plans were ready to present to the public and the board.

The educational and architectural plans and specifications were presented at a public hearing held by the board. After a friendly and enlightening hearing with good press coverage, the board approved the plans and called for bids.

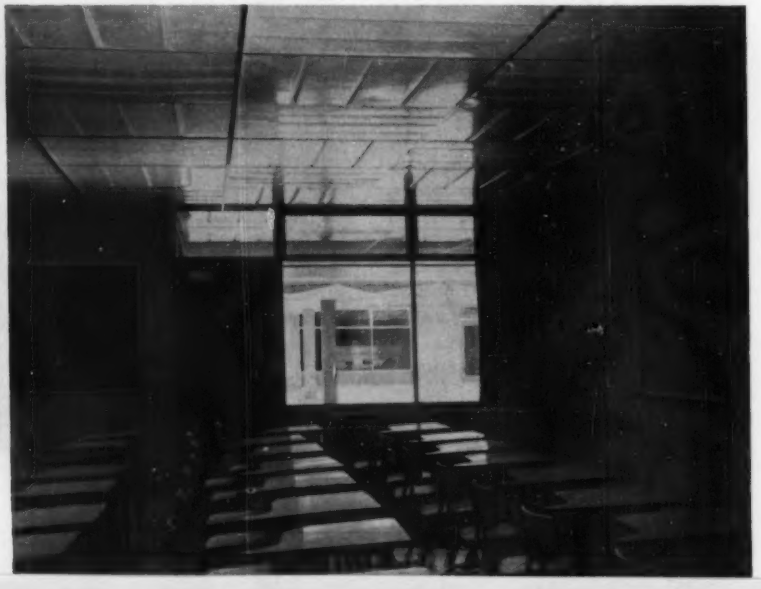
Some of the programs now in operation in this new building are as follows: team teaching projects, lay readers for language arts teachers, a special developmental reading program, plastic boat building, and a mid-morning rest and snack period for teachers and students. ■

Costs
bid cost, $1,786,083
square feet, 128,922
cost/sq. ft., $13.85
cost/pupil, $1,786
pupil capacity, 1,000
Facilities
classrooms, 26
offices, 15
art, 2
music, 2
homemaking, 3
commercial, 6
shops, 3
science, 5
teachers' room
student room
clinic rooms, 4
library
gymnasium (seating 1440)
cafetorium (seating 350–500)
storage areas
garages

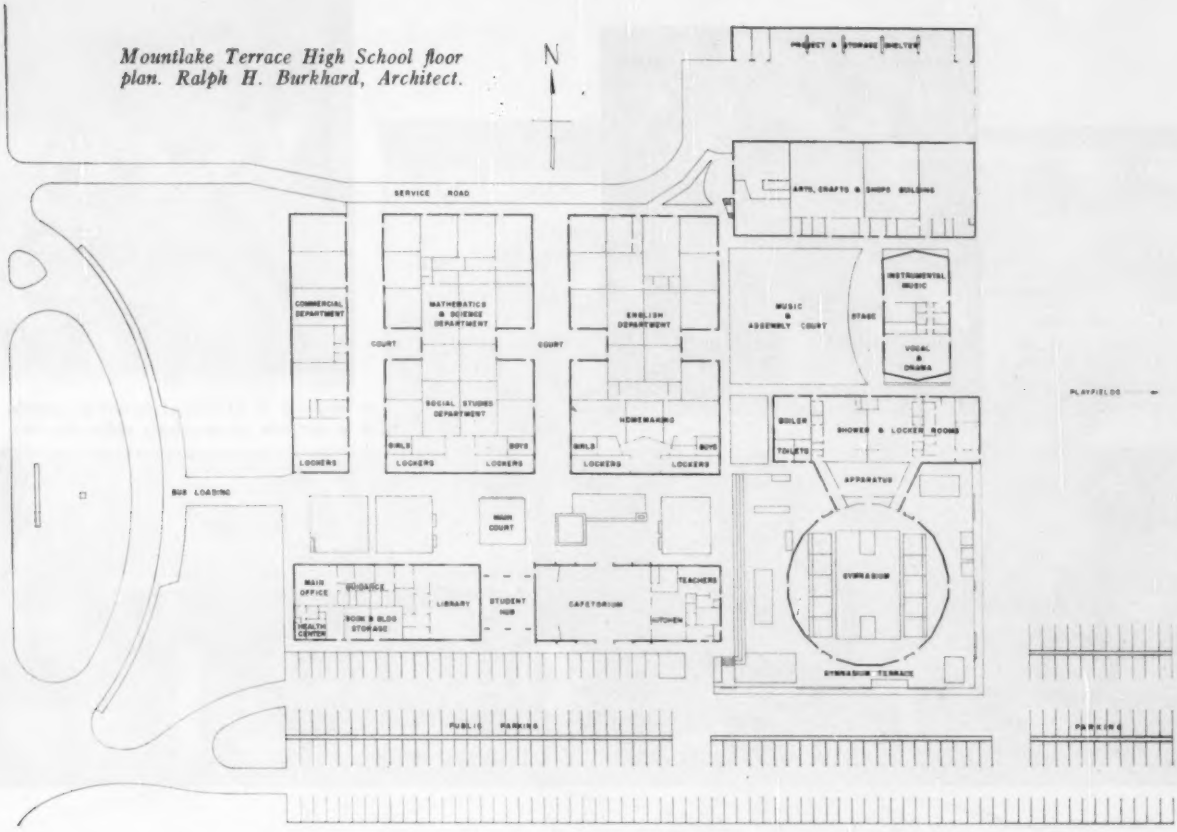


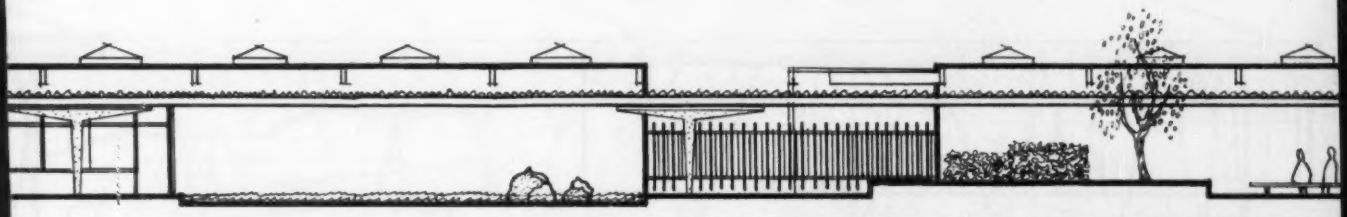
This the home economics sewing room at Mountlake Terrace High School.

Note the plastic ceiling through which diffused sunlight enters in this typical Mountlake Terrace classroom.

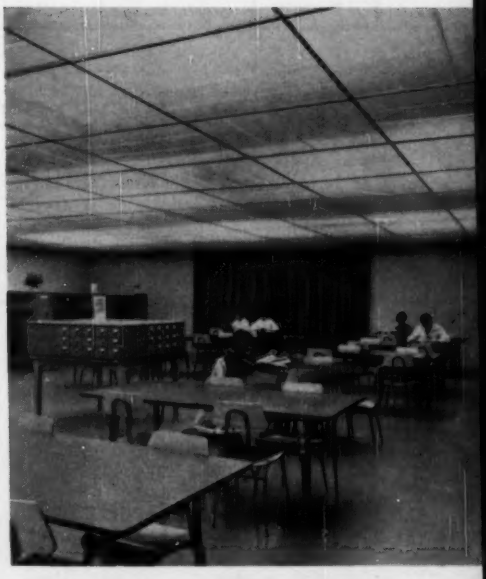


Mountlake Terrace High School floor plan. Ralph H. Burkhard, Architect.





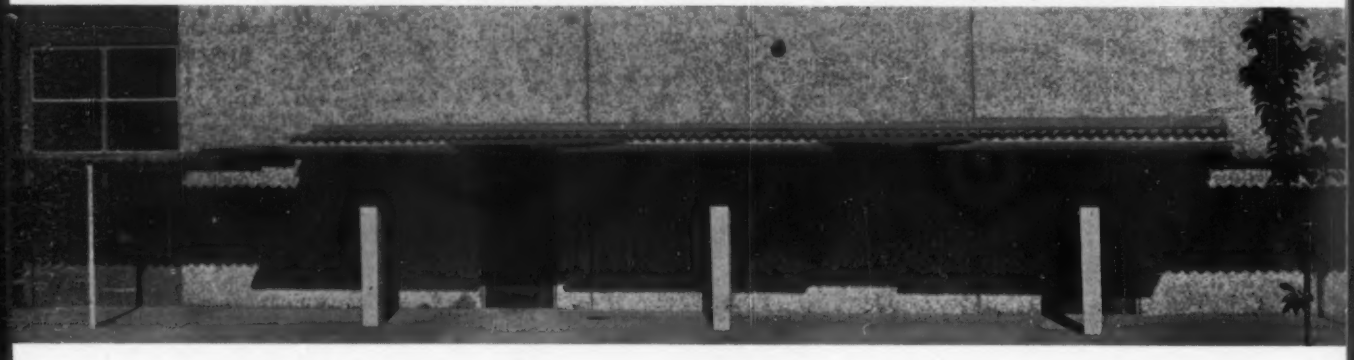
Shown is the skylighted library of Mountlake Terrace High School.

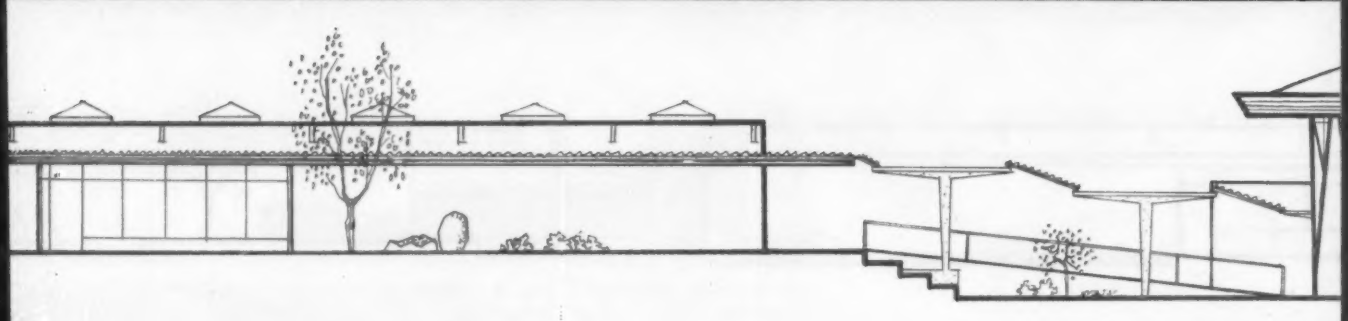


Acoustical panels reduce noise in the cafeteria which accommodates 600 students at one time. It is also an all-purpose room and has a large stage.

Close-up view of outside wall surfacing shows crushed white marble.

The exterior is of tilt-up concrete panels with a surface of crushed white marble.





2. Design Factors

KENNETH R. MacDONALD

A new educational concept highlights the current first school year of the $1,786,083 Mountlake Terrace Senior High School which opened its doors in September to 1000 students at Mountlake Terrace, suburb of Seattle, Wash.

Designed for the Edmonds School District No. 15 by Seattle architect Ralph H. Burkhard, the school covers 40 acres, 20 of them devoted to play fields, tennis courts and an 89,500-square-foot parking area. The final cost per square foot of $13.85 is 11 cents below the state matching limit of $13.96.

The $13.85 figure also includes the basic bid, landscaping, 14,000 square yards of blacktop for 89,500 square feet of parking area, four tennis courts, draperies, kitchen equipment, dark-out material for all classrooms, fluorescent lighting and controlled skylighting throughout.

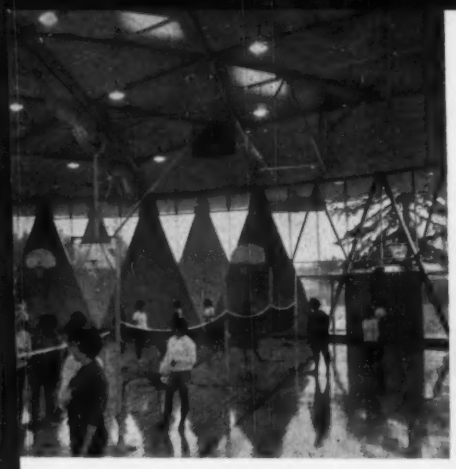
The school will feature the concept of team teaching, which has been used extensively in the northern California schools of Santa Clara County. Use of the method was suggested by A. C. Christensen, newly-appointed principal of the high school.

"Instead of each teacher handling a class of 30 or more students," Christensen explains, "two instructors will pool their students in large lecture classes of about 80. Both instructors will be in the classroom at the same time.

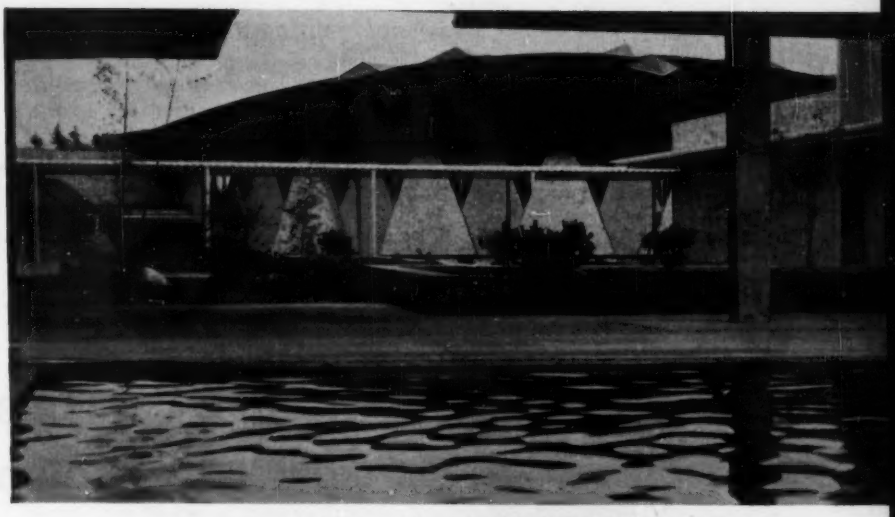
"The method offers considerable flexibility in teaching," Christensen continued, "and the lecture class may be handled in different ways at different times to meet the changing needs of curriculum or students."

The instructors, it was pointed out, "each may lecture for 20 minutes on the same day. Or, one may speak during the entire period and on the following day, the other may address the class on a different aspect of the lecture course. One day per week the large classes will be divided into small groups of 12 to 20 students for discussions and work on group projects."

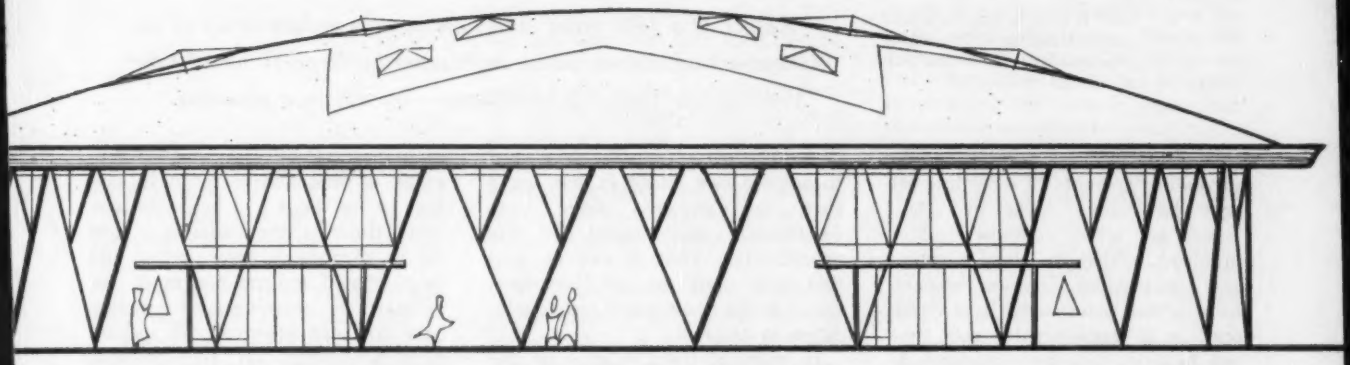
The team-teaching concept at Mountlake Terrace will be limited for the first year to the teaching of U. S. history



Interior of the Mountlake Terrace gymnasium.



The cost of landscaping the exterior areas is included in the $13.85 per sq. ft. cost.



classes but may later be extended if it proves successful.

The new high school is now serving 500 high school students and an equal number of elementary pupils being taught in 19 Mountlake Terrace classrooms until the new Maplewood Elementary School is completed in September, 1961.

Harold Stevenson, who will be principal of the new Maplewood school, will maintain an office at Mountlake Terrace high school for the next school year in order to supervise the 500 elementary pupils.

The new school's exterior walls are of tilt-up concrete panels, faced with crushed white marble to provide a "permanent" exterior finish with no future maintenance problems or costs.

The six-inch thick wall panels were poured at the site in wooden forms placed on pre-treated floor slabs. After reinforcement with steel and application of the surface finish, the panels were hoisted into place by cranes.

Interior walls, non-load bearing, are of plaster on special clips which provide a 52 decibel sound wall between all areas. These interior walls can be quickly and economically moved around to meet changing requirements.

The classroom building is roofed with a solid laminated two by four foot deck on glu-lam beams and the 125-foot diameter gymnasium structure has a geodesic glu-lam roof. The interior of the unusual circular gymnasium offers 90 feet of space between parallel, movable bleachers.

Used as a double purpose building, the gymnasium serves as a community center, and during public use, the bleachers can be moved back against the outside walls to provide greater floor area.

A complete system of overhead skylights, with shade controls and plastic ceilings in the clasrooms permits a minimum of window area and a maximum of controlled lighting.

The arts, crafts and shop classes are held in a space unit which has its own large enclosed and paved yard which serves as an open work shelter for student projects on boats, automobiles, etc.

A 190-foot long car and boat storage shed includes an explosion-proof paint spray room and car wash, equipped with a heating unit and exhaust fan.

Music classes are conducted in completely sound-proofed areas. A music terrace opens out onto a court which can be used for presentation of outdoor events.

The home economics suite has removable U counters and ranges as well as planned exhibit space for display of student work. When the cooking course has been completed, equipment may be stored and the room used for other curriculum purposes. ■

THE SCHOOL

Dr. Wilsey is now assistant superintendent of Woodland Public Schools, Woodland, Calif.

1. Early Site Purchases Can Mean Savings

CARL E. WILSEY

Result of a four-point study on how to reduce costs of the new school site — which represents between 10 and 20 per cent of new school expenditures — by advance planning. . . .

During the past several decades increasing amounts of time and energy have been spent by school boards and school administrators on problems related to school planning and construction. Despite these efforts, school plant needs have developed at a much greater rate than new facilities have been provided. At the present time our nation is experiencing a period of high construction expenditures unequaled in history, and the expected continuation of this expenditure rate makes it appear likely that the problem will not be greatly lessened in the next few decades.

An important part of the school building problem is the selection of, and planning for, adequate school sites. Schneider[1] pointed out that school sites account for between 10 and 20 per cent of the total estimated cost of a school plant. The U. S. Office of Education, in conducting a survey of school facilities in 1953, found that a total of $360,022,064 was needed by 43 of our states to improve or enlarge existing sites, and to acquire new sites.[2] It was found that, in California alone, over $40,000,000 was needed for site expenditures. Thus it can be seen that site costs are an important factor in the financing of public education in America.

In meeting the challenge of the past several decades, some districts have planned much more wisely than others in providing school plant facilities, and it has become increasingly apparent that economical solution to building and site problems can result only from the development of long-range building programs by school boards, citizens and school administrators.

Purchase Sites in Advance

There is almost universal agreement among authorities in the field of school planning and construction on the desirability of purchasing sites in advance of their need for construction purposes. Early acquisition not only assures the availability of more desirable site locations, but generally is presumed to result in savings to the district in land purchase costs. However, the questions of how far in advance of need sites should be purchased and just how much can be saved by pursuing such a policy have not been answered. No specific recommendations on the problem have arisen from recent research.

In assuming that dollar savings result from advance acquisition of sites, earlier writings have given little attention to the extended loss of tax revenue that results from early removal of land from tax rolls, or to the interest cost which is incurred when bonds are sold to finance such purchases.

With funds provided by the School Planning Laboratory, Stanford University, a study was designed to provide practicing school administrators and school board members with some of the answers to this complex problem. The purposes of this study were as follows:

1. To test the hypothesis that net savings result from early purchase of school sites
2. To estimate the amount of such

[1] Raymond S. Schneider, "Factors Affecting School Sites" (Unpublished Doctoral Dissertation, Stanford University, 1955), p. 7.

[2] U. S. Office of Education, School Housing Section, *Report of the Status Phase of the School Facilities Survey* (Washington: Government Printing Office, December, 1953), pp. 6–14.

SITE

savings, assuming the validity of the above assumption

3. To determine how far in advance of need sites should be purchased

4. To analyze three variables that are presumed to affect site costs.

In order to test the hypothesis that net savings result from early purchase of sites, a survey was made of school sites purchased by selected school districts in San Mateo County, Calif., during the eleven-year period from 1949 to 1959.

San Mateo County was selected as a sample because it has displayed a population growth pattern which is typical of many rapidly expanding suburban areas. Such areas typically follow a growth pattern which may be shown on a graph as an "S" curve. The early stages of growth may be called the period of "initial penetration," and growth during this period, though small in numbers, proceeds at an accelerating rate. The second phase may be called the "engulfment" stage, and typically displays very rapid growth in numbers, but a fairly constant rate of growth. The final stage, in which the physical limitations of space begin to affect the rate of growth, may be called the "saturation" stage, and growth, though it may continue indefinitely, does so at a decelerating rate.[3]

The total population in San Mateo County during the period under investigation rose from approximately 210,000 to 410,000, while the public school enrollment in grades kindergarten through twelve rose from approximately 35,000 to 89,000, or an increase of about 154 per cent.

The school districts included in the survey reported that 106 sites were purchased from 1949 to 1959 at a total cost of $10,883,292. The cost of these individual sites ranged from a low of $1,016 per acre to a high of $28,648 per acre with an average cost of $7,689 per acre.

Statistical analysis of these data showed a rise in average, per-acre costs from $3,934 in 1949 to $10,804 in 1959, or an average annual increase of approximately 11 per cent.

Utilizing the basic data, a trend analysis of site costs was made and a site cost index was developed. This site cost index was then used to estimate the initial cost savings that would have resulted from purchase of an average site from one to ten years in advance of need.

Estimates were also made of the average tax rates and bond interest rates that were applicable in San Mateo County during this same period.

From the figures thus developed, it was possible to estimate the net savings that would have resulted from pre-purchase of an average or typical school site, considering the initial cost saving, tax loss and interest cost.

Analyze Three Variables

Finally, to shed further light on changes in site costs, an analysis was made of three variables which presumably affect land costs: (1) population growth, (2) development characteristics of land at time of purchase, and (3) the number of years in advance of need that sites are purchased.

The conclusions which were arrived at on the basis of the foregoing analyses are summarized below:

1. Net savings would have resulted from the early purchase of school sites in San Mateo County during the period from 1949 to 1959 if the sites had been acquired at least two years in advance of need. This conclusion takes into account the initial saving in land cost as well as the tax loss and interest cost that would have been incurred as a result of pre-purchase.

2. No net cost saving would have resulted from purchase of a site less than two years in advance of need. The purchase of a site two years in advance of need would have resulted in a net cost saving of 20 per cent, and this saving would have increased in every year up to 10 years. A site purchase made 10 years in advance would have resulted in a 60 per cent cost saving.

3. To maximize savings, site purchases should have been made at least three years in advance of need because of the rapid rise in land costs as development of the surrounding area progressed.

4. There was a high, positive correlation between site costs and population growth in San Mateo County during the period under investigation. This would indicate that accurate projections of future population figures can be useful in predicting the probable future cost of school sites in a given area.

5. There was a moderately high, positive correlation between site costs and the development characteristics of land at the time of purchase.

6. There was a low, negative correlation between site costs and the number of years in advance of need that sites were purchased.

Obviously, decisions to acquire new school sites must be based upon assumptions concerning population growth, upon the availability of funds to make such purchases, and upon the best possible estimates of what savings, if any, can be realized from purchasing land prior to the time it is actually needed for building purposes. This study demonstrated that advance purchase of school sites in areas of rapid growth may effect substantial economies since population growth, and the corresponding development of land, cause land to appreciate in value at a more rapid rate than the combined influences of tax revenue loss and interest charges incurred by early site acquisition. School planners would be well advised to acquire sites while land is relatively undeveloped even though financing the purchase may require sale of bonds. ■

[3] This pattern of population growth in rapidly expanding suburban areas has been discussed by H. Thomas James in several unpublished works: the New Trier High School Survey prepared by the Field Services of the University of Chicago (1957); the Eastside Union High School Survey conducted by the School Planning Laboratory, Stanford University (1959); and in an unpublished memorandum.

2. Planning the Junior College Site

DOW PATTERSON

Dr. Patterson is field representative of the California State Board of Education and had previously written an article for the JOURNAL *on instructional space needs for the junior college.*

For school boards who are investigating district schools for grades 13 and 14, here is an analysis of junior college site selection — one of the first decisions to be made in building.

During the past three decades the junior college has experienced an almost unprecedented growth. Currently, it is the most rapidly growing member of the family of American educational institutions. With an increasing need for facilities to care for the growing college-age population, the junior college will continue to be called upon more and more to supply the first two years of college training. This demand will necessitate building many new junior college plants during the next decade. Rapid expansion of this movement is bringing with it many problems, one of the most important of which is site selection.

Because the junior college is actually a "community college," ideas and attitudes of those within the college area are important and should not be overlooked. Other factors, however, such as size, location, physical features and their relationship to anticipated enrollment and contemplated activities are more basic to the total community college concept. Since it is upon them that final decisions concerning site selection should be based, they will receive special attention.

A site that is too small will be a limiting factor in developing the instructional program. If proper consideration, however, is given to selecting adequate area with adaptable terrain, exactly the reverse will be true. A site with insufficient usable area will restrict the number and type of facilities which can be developed and will "cramp" the educational program, whereas ample area will augment and stimulate good instructional planning. Specifically, factors which influence size of the site are: maximum anticipated enrollment, type of instructional program, nature and extent of athletic and recreational activities, space required for industrial arts and agricultural education, and area for on-site parking of students' cars. In addition, allowance should be made to meet any reasonable need for future expansion. Consideration should also be given to providing enough area to develop an attractively landscaped campus.

Using an enrollment of 1000 students as a base, best avaliable information indicates that approximately ten acres would be required to properly locate facilities for indoor instructional needs and administration. This would include classrooms, laboratories, lecture halls, shops, library, campus center, administrative unit, auditorium and gymnasiums. For circulation and landscaping between buildings, another 15 acres would be needed. Roads for access, campus circulation, service and fire protection would require an additional ten acres. Outdoor instructional spaces including physical education and recreational facilities, baseball diamonds, and football stadium would amount to approximately 35 acres. Parking needs for faculty and regular full-time students would approximate 15 acres. An additional 15 acres should be provided for public parking for public gatherings in the auditorium.

100 Acres Needed

These totals indicate that approximately 100 acres is required to meet adequately community college needs for an enrollment of 1000 students.

For enrollments in excess of 1000 it is estimated that for each additional 100 students 1.5 acres should be sufficient for expansion. This would indicate that a campus of 115 acres would be needed for 2000 students or 130 acres for 3000 students. In rural areas where agricultural education is emphasized, additional acreage will be needed to carry on that phase of the program. Exceptions to this pattern might be schools in metropolitan downtown areas offering only special types of instruction and providing only limited physical education and recreational facilities.

Ideally, the junior college should be located as near the center of population as possible. All data pertaining to probable future growth should be checked and carefully evaluated as well as present needs before final site selection. In communities that have the population and taxable wealth necessary to build and support a junior college it is doubtful if sufficient acreage would be available in either the geographic or the population center of the community. However, it is desirable to locate the school as near a large concentration of walking population as possible. Access by all-weather roads or streets and sidewalks would be important to both the students who walk and those who drive. In a rural area the site should be located where as many such all-weather roads as possible will "feed into it." By the same token, in a metropolitan area the campus should be served by as many public transportation lines as possible. It is desirable for safety and noise controlling factors, however, that these lines do not run adjacent to the site.

Immediate surroundings are important in the location of the junior college. Quiet residential sections are the most desirable if sufficient land is available. Congested downtown business districts should not be chosen. The smoke, noise, and odors of industrial areas should be avoided, as should railroads, heavily traveled streets and highways, airplane traffic lanes and landing strips.

Access to such public utilities as water, sewer, gas and electric lines, and public telephones is essential. Fire protection should also be readily available. If the prospective site is in a rural area that is not served by water and sewer lines, tests should be made to determine the availability of pure water in quantities that will provide a supply of approximately 50 gallons per day per student. This quantity will be adequate for drinking, and for any laboratory, sanitary, and landscaping needs. It should also be ascertained that soil and surface water conditions will not interfere with operation of septic tanks, cesspools, and leaching lines for sewage disposal where sewer lines are not available.

Also important are such physical features as contours, subsoil conditions, topsoil conditions, and elevations. If possible, the site should have a slightly rolling surface. This does not mean that the location should be on the highest hill in the area so that "more people can see it." This type of site, however, lends itself to natural drainage of both building and recreational areas and is conducive to attractive landscaping. Natural slope may sometimes be used to advantage in locating bleachers adjoining the athletic field. If this can be done, the problem of grading and excavating will be minimized.

No site should be purchased until ample test borings have been made to determine the nature of the subsoil, which should provide both good drainage and good footings for foundations. A sandy loam with some gravel in it is desirable for both of these requirements. Certainly no buildings should be designed until it has been determined that subsoil conditions are satisfactory.

Topsoil is equally important. With the exception of the building area, hard-surfaced courts, roads and walks, most of the site will be either covered with lawn or planted with flowers, shrubs, and trees. Good topsoil will enhance growth, minimize maintenance problems of landscaped areas, and permit surface drainage without erosion.

Sites that do not have good elevations in relationship to adjacent areas should be avoided. Contours should permit storm water to run off the site. Elevations should be such that drainage from adjacent areas during severe rainstorms will not be a problem. For the same reason sites should be above adjacent roads and also high enough above streams to protect them against flooding. In areas not served by sewer lines, elevations should be such that the surrounding water table will not interfere with the sewage disposal system.

The site chosen should lend itself to economical use of the area. In this connection shape is an important consideration. A rectangular plot of ground nearly square can be more readily developed into a campus with a convenient relationship between buildings, playground and recreational facilities, and parking areas.

In order to facilitate deliveries and reduce service roads to a minimum, it is desirable to have streets on at least three (and preferably all four) sides of the site. Such streets should be secondary neighborhood ones, and major traffic arterials should be avoided because of noise and traffic hazards. Besides serving the need for access, adjacent streets may accommodate overflow parking for activities that draw large crowds.

In conclusion, it should be pointed out that the purchase of a good site is the wisest investment that a community can make for the development of its junior college. Usually an area that possesses features essential to good junior college planning is also desirable for residential building and, consequently, could well be the most expensive site under consideration. On the other hand, however, a critical analysis might show the opposite to be true when development and landscaping costs are compared. Regardless of the price paid, the acquisition cost of the most desirable site available usually will amount to only a small fraction of the over-all project cost.

Expenditures should be controlled carefully, but pennies should not be pinched when ample area, properly located, is needed to provide space for a comprehensive instructional program and adequate physical educational and recreational activities. These area needs should be based on maximum contemplated growth as well as present anticipated enrollment and should be provided in a campus environment that can be attractively landscaped to create community pride in ownership. ■

AN EXAMPLE: BAKERSFIELD COLLEGE SITE PLAN

Wright, Metcalf & Parsons, Architects, Bakersfield, Calif.

1. physical education and health facilities
2. women's residence hall
3. men's residence hall
4. administration
5. business education
6. humanities
7. home economics
8. library
9. speech, arts, and music
10. outdoor theater
11. art
12. campus center
13. science and engineering
14. trades and industries
15. maintenance building
16. agriculture
17. parking
18. agricultural area
19. memorial stadium
20. athletic fields
21. arboretum

3. Developing the School Site

EUGENE SPENCER

Aided by the Bureau of School Services at the University of Michigan, Standish-Sterling school officials were able to relate the site to the building and the educational program.

Mr. Spencer is superintendent of the Standish-Sterling Community Schools in Standish, Mich.

In planning the Standish-Sterling Community High School, the first step was the selection of a site committee. This group was formed soon after consolidation of the Standish and Sterling school districts was accomplished.

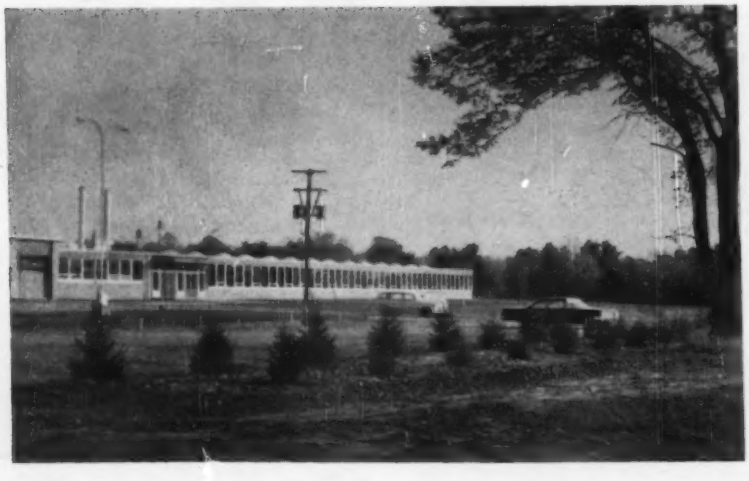
The committee decided that the high school site should be somewhere between the two towns.

It also felt that the site had to be:

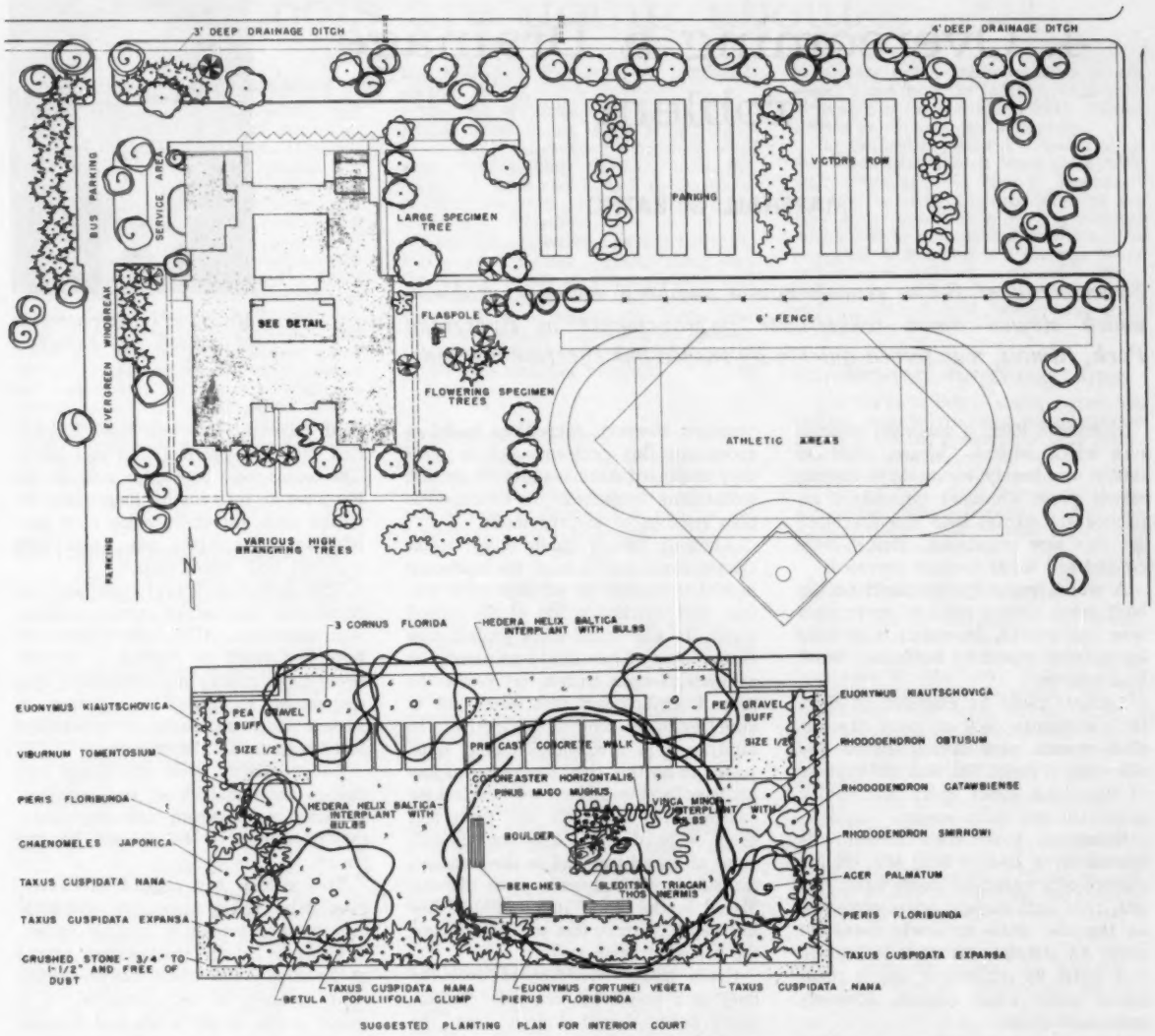
1. Accessible from good secondary roads
2. Centrally located in relationship to population cencentration
3. Suitable for sanitary disposal systems with ground that would also provide a good base for construction
4. Free from traffic hazards
5. Best for the general needs of the community and the school program.

An 80-acre site with these requirements, located two miles from Standish and three and one half miles from Sterling, was purchased. Situated at the junction of main roads leading to both towns, it has excellent drainage plus a fair-sized river flowing through the rear of the property.

An architectural firm was hired to



This is the start of landscape development at Standish-Sterling Community High School.



The above plan for development of the grounds for the new Standish-Sterling Community High School was suggested by Walter L. Chambers of the University of Michigan department of landscape architecture.

plan the building. In addition, school officials felt the need to consult with landscape architects on how to relate the site to the building and the educational program. A request for help went out to the Bureau of School Services at the University of Michigan, and a consultant from the university's school of landscape architecture visited the district to assist with the planning. Through this planning, many important program ideas were developed.

Plans for projects directly related to student experiences were formulated. Soil conservation experiments, biological and zoological outdoor laboratories, a nursery plot, and a myriad of vocational agriculture enterprises in several kinds of tree and plant growth were the projects decided upon to improve the educational program.

School officials also felt that by developing an aesthetically pleasing site, students would learn to recognize good landscape architecture and carry this knowledge into their adult lives.

The location and size of the campus provide ample activity space for the students' leisure time. This is important since the students are removed from the town areas and the school is responsible for their entire daily program.

With picnic areas, tennis courts, athletic field, a river flowing through the property and ample parking facilities, the school is truly a community school. Incidentally, the river not only lends natural beauty to the property but irrigates the lawns, crops, trees, and shrubs.

The Kiwanis Key Club of the high school decided to take over the landscaping of the interior court as shown in the accompanying drawing. Parent and student groups are also working in co-operative projects to further develop the site.

In conclusion then, the school site should be the first consideration when a building is being planned. Second, a landscape architect should be consulted. Whatever extra time and money is spent on the latter activity is well worth while to obtain and produce a site that compliments the school and its program. ■

4. Overcoming a Drainage Problem

MARSHALL G. BATHO

Mr. Batho is superintendent of schools in Evergreen Park, Ill.

Superintendent Batho reveals how a stubborn drainage problem, which slowed down school site improvements in Evergreen Park, Illinois, was solved quickly by simple but effective methods.

Evergreen Park, a suburban community which adjoins Chicago, until recently was largely vacant land. During recent years Chicago's population expanded and vacant land was developed for this new population. Homes were erected and water systems provided.

A storm water system could not be built unless several miles of sewer main were constructed, dependent upon bond issues being passed by bordering vacant land holders.

Laterals could be extended to serve the community only at great expense, since streets were already paved and sidewalks in place. The task and expense of tunnelling under walks and paving prohibited new storm sewers.

Evergreen Park High School was erected on a 20-acre level site. In the absence of a municipal storm water system, roof and surface water remained on the site until it slowly "soaked" away. An attempt was made to remove roof water by draining it into a small gravel sump which proved, however, quite inadequate.

Under the circumstances, the school board was unable to complete site improvements for water could not be drained away from parking areas, roads, tennis courts and play fields. Public pressure, however, caused the board to reconsider this problem, and in 1957 they employed Atkinson and Fitzgerald, landscaping architects of Chicago, to plan removal of surface water.

Knowing that a public storm water system could not be used, the landscape architects studied the sub-soil, made borings, and watched action of the subsoil water. It was found after examination that a layer of fine sand was present at a depth of eight to ten feet below the ground surface and that water put in large test holes sunk to the level of the sand layer in a reasonably short time.

Acting on this clue, the site plan was prepared and a system of interlocking trenches, ten feet wide and eight feet deep, were dug. A five-foot six-inch layer of gravel was laid in the trenches. An 8-inch vitrified shale form tile was placed in the stone at a uniform flow line depth of three feet six inches below the prepared finish surface.

Catch basins were spaced over the lines or a points to each side. Surface water either flowed directly from the catch basins into the trench or was carried by eight-inch vitrified sewer pipe to the trenches.

To minimize silting during construction standard size catch basins were used, four feet wide and seven and one half feet deep, with a four-foot catch. The basins were kept clean and silt did not have an opportunity to get into the trench area, especially since each pipe inlet into the basin was fitted with standard USP elbow trap.

The 2250-foot long trench was not continuous because of ground and design conditions. All trenches, however, were connected by eight-inch vitrified sewer pipe, making an interlocking system serving to balance the difference in surface flow on parkway or surface areas with lawn or roof areas.

Under parking areas stone was carried to the underside of the surfacing, enabling water which collected under the pavement to be carried to the trench.

This system has worked effectively, even after heavy rainfalls — which in one instance amounted to four inches.

The tile in all trenches was placed at the same grade, which will permit the storm system to be connected to a public storm sewer when and if such a system is established. In the meantime, the 20 acres of school property is Chicago, to prepare site plans and to usable, and for all ordinary purposes, the drainage system is a success. ■

Wolinger Studio Photo

The "after" look of Evergreen Park High School.

what schools are doing about...

aiding talented students

The Boston, Mass., public schools this year are offering a variety of courses to enrich the educational program. These include: (1) advanced work classes for academically talented pupils in grades five to six, conducted in five centers throughout the city; (2) a science institute for superior students from the high schools; (3) experimental programs in mathematics, conducted in seven classes in the Latin schools, and pilot programs based on the Boston College plan; (4) Russian language study, conducted in the Girls' Latin School and Roslindale high schools; (5) a variety of high school courses in science and mathematics for the benefit of able students who desire to take an extra year of advanced work in these subjects or to qualify for early admission to college. For talented art students special instruction is offered three afternoons a week at the art museum. ■

enriching science studies

The board of education in Westfield, N. J., has invited prominent scientists to participate in a series of advanced science programs. Supt. S. N. Ewan, Jr., said the programs will allow academically talented students to participate in advanced studies in the physical and biological sciences under the guidance of leading scientists. It is intended to further enrich the science curriculum by offering subject matter and materials beyond the scope of regular classroom work.

Each session will consist of a lecture by a guest scientist, followed by discussion, demonstration, experimentation, and study. ■

improving reading skills

A new reading program is being stressed in the Oaklyn, N. J., junior high school. Supt. Charles A. Treutel has begun an all-out campaign to improve the reading skill of each pupil. No pupil competes against another but works only to better his own achievement. A new reading laboratory has been created which is equipped with reading charts, individual achievement records, testing devices, audio-visual aids, and a reading accelerator for advanced readers.

Miss Ina W. Stewart serves as language arts co-ordinator and sees to it that classrooms and homerooms are provided with appropriate reading materials from the library. A book cart is used to trundle a changing assortment of reading matter to all parts of the school.

Under Miss Stewart's guidance, the reading program is now reaching down into the elementary school where grades 5 and 6 are experimenting with ungraded reading classes. In these classes the pupils who meet for instruction in reading are grouped according to the level of their achievement rather than according to grade. ■

under-achievers

The Narragansett board of education at Baldwinville, Mass., has undertaken a study of under-achievers, pupils who possess average intelligence but who do not achieve at a level in keeping with their ability. Such pupils are prone to subordinate study to extracurricular activities. The under-achiever does not work toward a goal; he is difficult to challenge. His parents usually do not set an example of intellectual activity which would provide the child with a good model.

The problem of the under-achiever was shown to hinge on the teacher. The teacher, it was suggested, should attempt to identify the under-achievers in her class; should attempt to develop good study and reading habits; should make the pupil aware of his potential and the waste of possible talent; should meet with parents to share information causing the problem and to check progress; should stress that the problem is a co-operative endeavor and a responsibility which the school shares with the home. ■

departmentalization

An experiment in departmentalization is being conducted in the North Reading, Mass., elementary schools. The Batchelder and Marblehead Street Schools constitute the experimental group while the North and Little Schools serve as the control group. Grades 4, 5, and 6 at the Batchelder School are fully departmentalized as are grades 5 and 6 at the Marblehead School. All grades at the North and Little Schools operate as self-contained classrooms.

The children in grades 4, 5, and 6 of all four elementary schools were given both achievement and I.Q. tests in September, and will be given alternate forms of the same achievement test in May. A matched sample will be selected, and results will be compared It is hoped that the experiment will provide sufficient statistical evidence to judge the relative value of departmentalized or self-contained intermediate grade organization. ■

conserving teaching time

The Norwalk, Conn., school system will employ aides to read high school English papers to release teachers for other work. The chief requirement for an aide is a college background with a major in English or related field. It is hoped to attract housewives, retired persons, or part-time workers. Papers will be read at home at the reader's convenience. ■

department chairmen

The board of education of the Sewanhaka Central High School Dist. No. 2 at Floral Park, N. Y., has approved the appointment of department chairmen in all buildings except the Stanforth. The appointments were made on the basis of department size and teaching load. A chairman was also appointed for home teaching and special education and for pupil personnel.

The duties of department chairmen include both administration and supervision. The department chairman is responsible to the building principal or his designated assistant in all matters of "line" responsibilities. In staff relationships, the chairman is responsible to the district co-ordinator of his subject area. The specific duties of the department chairman include: (1) educational leadership within the department, (2) supervision of teachers and teaching, (3) supplementary and textbook recommendations, (4) preparation of department budgets in co-operation with the district co-ordinator and building principal, (5) supervision of storage and issuance of equipment and supplies, (6) promotion of in-service training of teachers, (7) classroom visits on a planned basis, (8) assisting in the upgrading of teachers, (9) co-operation with the district co-ordinator in arranging conferences with staff, (10) work on advisory committees to the building principal, (11) representing the department at district and professional meetings, and (12) other duties as the building administrator designates. ■

teachers' salary programs

The Gibralter board of education in Rockwood, Mich., has adopted a unique salary program for teachers. Called a professional teachers' salary program, its objectives are to attract and hold highly qualified teachers and to reward them at a professional salary level.

Under the program, new teachers must serve a three-year probationary period. During this period, attention is given to orientation and formal evaluation through classroom visitation and frequent confer-

(Concluded on page 43)

the dropout problem

The New York board of education has intensified its campaign on three different fronts to encourage a special group of high school students to remain in school. The program, involving 1000 students, will better serve the needs of early school-leavers and dropouts.

Two of the programs were initiated at the start of the spring term. In one, pupils are allowed to substitute a four-week, full-term intensive pre-employment course for attendance at day continuation school. Guidance counselors have personal supervision over each pupil at his place of employment, and students continue their instruction until they have completed the requirements and have been placed in a job.

The second program is designed for pupils who normally leave school for full-time employment. These students now go to school for half days and work half days. The program aims at effective work habits and good work attitudes on the part of the students. A third program introduced in September, 1960, is for pupils who normally would attend the continuation school, but who are permitted to attend an evening high school instead. The oldest of the three programs is the work-experience project which is designed to meet the needs of boys who have failed to adjust to school but who are willing to work. These boys are admitted to classes of less than 25 pupils where the teacher is their counselor as well. The teacher maintains contact with employers, teachers, and community agencies.

The programs, stated Supt. John J. Theobald, aim to urge pupils who ordinarily would stop their schooling at ages 16 or 17 to continue their education. ■

President Kennedy's Program of General Federal Aid for Public Schools

ELAINE EXTON

"Our twin goals must be: A new standard of excellence in education — and the availability of such excellence to all who are willing and able to pursue it," President John F. Kennedy told Congress in a special message sent to the Hill on February 20, 1961.

He urged the enactment of a program authorizing federal education aid from kindergarten through college at a cost of over $5.7 billion (because) "our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity."

Recalling that "our progress in education over the last generation has been substantial," the President said: "We are educating a greater proportion of our youth to a higher degree of competency than any other country on earth. One fourth of our total population is enrolled in our schools and colleges. This year 26 billion dollars will be spent on education alone."

"But," he continued, "the needs of the next generation — the needs of the next decade and the next school year — will not be met at this level of effort. More effort will be required — on the part of students, teachers, schools, colleges, and all 50 states — and on the part of the Federal Government. . . . Too many state and local governments lack the resources to secure an adequate education for every child."

Construction-Salary Plan

The first proposal in the Kennedy aid-to-education arsenal advocates spending nearly $2.3 billion over the next three years in direct federal grants to the states for use in building public elementary and secondary schoolrooms and boosting teachers' salaries. The President called it "a workable solution," voicing belief that "this Congress in this year will make a land-mark contribution to American education."

Despite the three-year limitation set, many viewed the enactment of such a measure as a foundation on which to build a continuing program. When asked on a "Meet the Press" broadcast whether he viewed increased federal aid of this type as a temporary thing, Secretary of Health, Education, and Welfare Abraham A. Ribicoff replied: "It is my feeling that a federal aid to education program would be a permanent part of the contribution to the educational system."

General Aid Formula

The President's construction-salary plan embodies the basic provisions of S. 8 which passed the Senate in 1960 and has been re-introduced in the new Congress by its original sponsor Senator Pat McNamara (D., Mich.) under the same bill number. Both programs would provide federal funds for school construction and teachers' pay for public schools. Both would leave to the individual states the determination of how their grants would be divided between these two purposes.

The main differences between the two measures lie in their over-all dollar amounts and in certain provisions in their allocation formulas. Last year's Senate-passed bill calls for an over-all expenditure of roughly $1,900,000 in two years (with the first year cost put at about $950 million) compared to a cost of nearly $2.3 billion dollars over three years ($666 million the first year, $766 million the second, and $866 million the third year) under the President's proposal.

Through the Kennedy plan the construction-salary money would be allocated to the states under a formula which takes into account the income of each state and its *public-school population*. No matching funds would be required of the states, but, as the Education Message sets out, "each state will be expected to maintain its own effort or contribution; and every state whose effort is below the national average will be expected to increase that proportion of its income which is devoted to public elementary and secondary education," or it will lose a portion of its federal assistance.

Under S. 8 the allocation among the states would be based on a combination of relative number of public school children, relative income per school-age child, and, after the first year, relative state financial effort in support of schools.

Both measures include complex equalization provisions which would channel proportionately greater federal outlays into low income Southern and border states. A 3 to 1 ratio would prevail in the case of S. 8 and a 2 to 1 ratio under the Kennedy approach which "would assure every state of no less than $15 for every public school student in average daily attendance." During the first year, the payments under the Kennedy proposal would range from the minimum of $15 per public school pupil available to such relatively wealthy states as New York and New Jersey to a high of $29.67 per pupil in Mississippi, the lowest-income state.

Private Schools Left Out

Carrying out his campaign promise, President Kennedy made plain in his Education Message that parochial and private elementary and secondary schools would be excluded from the general aid program.

However, in the section of his statement proposing a five-year program of state-administered federal scholarships for up to 212,500 "talented and needy" young people at a possible over-all cost of $577.5 million over the next five years, no distinction is made between public and private institutions.

The President said: "These scholarships . . . would be open to all young persons, without regard to sex, race, creed, or color, solely on the basis of their ability — as determined on a competitive basis — and their financial need. They would be permitted to attend the college of their choice, and free to select their own program of study. Inasmuch as tuition and fees do not normally cover the institution's actual expenses in educating the student, additional allowances to the college or university attended should accompany each scholarship to enable these institutions to accept the additional students without charging an undue increase in fees or suffering an undue financial loss."

Responding to a reporter's question at a press conference, President Kennedy explained: "The aid that we have recommended to colleges is in a different form. . . . In that case it is aid to the student, not to the school or college, and, therefore, not to a particular religious group. . . . We are aiding the student in the same way the GI Bill of

Rights aided the student."

Citing the celebrated Everson case which "provided only by a 5-to-4 decision (that it) was possible for a local community to provide bus rides for nonpublic school children," the President noted that running through both the majority and minority opinions on that case "there was a very clear prohibition against aid to the school direct."

Pointing out that "the Supreme Court made its decision in the Everson case by determining that the aid was to the child, not to the school," he stated, "there isn't any room for debate on that subject. It is prohibited by the Constitution, and the Supreme Court has made that very clear. Therefore, there would be no possibility of our recommending it."

However, the Administrative Board of the National Catholic Welfare Conference which is composed of five United States Cardinals and the 10 Archbishops and Bishops who direct the Departments of the Conference took issue with this view.

In a statement outlining their position released on March 3, the Most Rev. Karl J. Alter, Archbishop of Cincinnati and the Board's chairman, contended that long-term, low-interest loans to private institutions for construction of school facilities would be "strictly within the framework of the Constitution." He was hopeful that an effort would be made "to have an amendment to this effect attached to the (Administration's school-aid) bill."

"In the event that there is federal aid to education," Archbishop Alter commented, "we are deeply convinced that in justice Catholic school children should be given the right to participate. (If it) excludes children in private schools, these children will be the victims of discriminatory legislation. There will be no alternative but to oppose such discrimination."

Previously the Most Rev. Lawrence J. Shehan, Bishop of Bridgeport, Connecticut, and Chairman of the Department of Education of the National Catholic Welfare Conference, had expressed "keen disappointment" that the President's Education Message had "not one word of commendation, no recognition of the contribution of private elementary and secondary schools to the critical needs of the country, nothing but pointed exclusion."

In January, the omission of schools of religious denominations from the school-aid recommendations of the Kennedy-appointed Task Force on Education drew fire from Francis Cardinal Spellman, the Archbishop of New York, who termed them "unfair to most parents of the nation's 6,800,000 parochial and private school children (who) choose to exercise their Constitutional right to educate them in accordance with their religious beliefs."

He said: "It is a matter of record that programs of direct grants to students and children attending church-related schools do not breach the wall of separation of Church and State. . . . I cannot believe that Congress would enact a program of financial assistance to elementary and secondary education unless all children were granted equal educational privileges regardless of the school they attend."

Bills have already been introduced in the new Congress which would authorize federal loans for the construction of private, nonprofit elementary and secondary school facilities as well as federal financial assistance for public school construction. Among them are H.R. 278 sponsored by Representative Clement J. Zablocki (D., Milwaukee, Wis.) and H.R. 2201 by Representative Thomas L. Ashley (D., Waterville, Ohio).

The Civil Rights Issue

In an effort to woo Southern votes, the President's message left the way open for the federal aid granted for school construction and teachers' pay to be distributed without regard to the status of racial integration in a state's public schools. Nor does the Administration's general-aid-to-education measure contain any authorization to cut off funds from segregated shcools.

(Concluded on page 40)

Estimated Allotments to States Under the Proposed Administration School Assistance Act of 1961: Fiscal Years 1962, 1963, 1964

States	Fiscal Year 1962		Fiscal Year 1963		Fiscal Year 1964	
	Amount Per State	Amount Per Pupil in Average Daily Attendance in Public Schools	Amount Per State	Amount Per Pupil in Average Daily Attendance in Public Schools	Amount Per State	Amount Per Pupil in Average Daily Attendance in Public Schools
(1)	(2)	(3)	(4)	(5)	(6)	(7)
50 States, D.C. Guam, P.R. & V.I.	$666,000,000	$19.75	$766,000,000	$22.04	$866,000,000	$24.22
Alabama	19,691,692	27.27	22,583,245	31.06	25,327,454	34.65
Alaska	555,000	15.00	645,000	15.00	750,000	15.00
Arizona	6,260,276	22.60	7,619,234	25.74	9,043,884	28.71
Arkansas	10,538,844	28.18	11,874,871	32.09	13,101,790	35.80
California	52,733,321	16.82	64,313,909	19.16	76,414,133	21.37
Colorado	7,157,176	19.83	8,603,311	22.58	10,074,516	25.19
Connecticut	6,600,000	15.00	6,960,000	15.00	7,305,000	15.00
Delaware	1,155,000	15.00	1,215,000	15.00	1,290,000	15.00
Florida	19,120,968	20.65	23,494,752	23.52	28,120,464	26.23
Georgia	22,014,247	26.05	25,488,608	29.67	28,859,731	33.10
Hawaii	3,121,256	22.95	3,711,812	26.14	4,285,832	29.16
Idaho	3,760,723	24.91	4,339,997	28.37	4,872,393	31.64
Illinois	23,310,000	15.00	24,060,000	15.00	24,780,000	15.00
Indiana	16,956,529	18.51	19,671,096	21.08	22,317,020	23.52
Iowa	11,280,457	21.20	13,016,980	24.15	14,680,475	26.94
Kansas	9,445,918	21.97	11,033,685	25.02	12,613,723	27.91
Kentucky	14,583,887	24.97	16,638,833	28.44	18,558,615	31.72
Louisiana	15,034,329	23.56	17,525,995	26.84	19,997,176	29.94
Maine	4,125,926	22.30	4,750,050	25.40	5,326,446	28.33
Maryland	8,976,670	16.09	10,773,691	18.32	12,629,855	20.44
Massachusetts	11,790,000	15.00	12,090,000	15.00	13,273,515	16.09
Michigan	27,070,253	17.67	32,079,528	20.13	37,150,155	22.45
Minnesota	13,062,937	20.28	15,270,830	23.10	17,445,053	25.77
Mississippi	14,687,634	29.67	16,255,415	33.80	17,565,544	37.69
Missouri	12,246,808	17.03	14,064,931	19.40	15,795,929	21.64
Montana	2,919,012	20.85	3,419,626	23.75	3,920,101	26.49
Nebraska	5,321,259	20.00	6,129,038	22.78	6,912,416	25.41
Nevada	952,274	15.87	1,174,979	18.08	1,411,359	20.16
New Hampshire	1,734,218	17.70	2,035,633	20.15	2,337,963	22.48
New Jersey	14,400,000	15.00	14,985,000	15.00	15,555,000	15.00
New Mexico	5,275,194	24.88	6,263,277	28.34	7,302,037	31.61
New York	37,650,000	15.00	38,715,000	15.00	39,735,000	15.00
North Carolina	27,905,485	27.25	32,093,440	31.04	36,142,562	34.62
North Dakota	3,100,067	24.60	3,558,869	28.02	3,969,490	31.26
Ohio	28,735,988	16.30	33,879,936	18.56	39,031,368	20.71
Oklahoma	11,951,838	24.39	13,723,715	27.78	15,400,110	30.99
Oregon	7,095,843	20.10	8,356,592	22.89	9,601,681	25.54
Pennsylvania	26,880,000	15.00	30,986,280	17.06	34,942,097	19.03
Rhode Island	1,800,000	15.00	1,845,000	15.00	1,974,787	15.67
South Carolina	15,228,456	28.25	17,537,616	32.18	19,776,441	35.89
South Dakota	3,262,057	23.81	3,796,681	27.12	4,295,246	30.25
Tennessee	19,542,885	26.13	22,526,242	29.76	25,390,845	33.19
Texas	40,262,707	21.40	47,368,850	24.38	54,438,623	27.19
Utah	5,778,627	25.34	6,725,922	28.87	7,662,943	32.20
Vermont	1,459,990	21.16	1,638,770	24.10	1,827,851	26.88
Virginia	17,846,093	22.88	20,821,009	26.06	23,746,498	29.07
Washington	11,408,373	19.67	13,486,454	22.40	15,567,293	24.99
West Virginia	10,658,865	25.56	12,110,817	29.11	13,443,253	32.47
Wisconsin	11,615,012	17.63	13,630,448	20.07	15,650,932	22.39
Wyoming	1,541,357	21.11	1,803,631	24.05	2,065,380	26.82
District of Columbia	1,620,000	15.00	1,620,000	15.00	1,635,000	15.00
Guam	363,080	27.93	445,341	31.81	567,685	35.48
Puerto Rico	14,243,895	27.93	17,050,201	31.81	19,904,454	35.48
Virgin Islands	167,575	27.93	190,860	31.81	212,882	35.48

the
AMERICAN
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BOARD
JOURNAL

William C. Bruce, Editor

QUALITY OF SCHOOL BOARD SERVICE

SOME of the recent supporters of federal-aid-to-education legislation are seeking to strengthen their arguments by criticizing local and state administration of education. One magazine, *The New Republic,* which is frankly seeking federal control of education as well as federal support, has gone so far as to imply that federal control must come because local school boards are "myopic" and state legislators are "self-seeking."

It is a commonly accepted fact that since the establishment of the public school system in the first quarter of the nineteenth century, the development of school programs has been shared by local school boards and their professional executives. In this forward movement of the schools, the state legislatures have shared the work of the local authorities, which in reality are agencies of the state, by legislation that has required minimum standards, established the machinery for the growing local situations, and provided the legal basis for the support of education.

If President Kennedy's proposals succeed in providing federal aid for education, at least in the matter of school construction and perhaps even teachers' salaries, the need for efficiency on the part of local school boards and their professional staffs will grow in amount and quality. Inevitably, the local boards must keep in mind federal trends and needs; influences from various groups will be brought to bear on the curricula and the organization of city and rural schools. Individual members of boards, more than ever, must be dedicated to their jobs.

It is not amiss here to print a fundamental discussion of the quality of school board services, which the Study Commission for the Baton Rouge, La., schools has presented to the parish (county) school board:

"The quality of performance of the school board is governed, to a large extent, by the concept which its members have of school board service. A member of a school board must have extraordinary qualities, for the qualities which may be adequate for other public offices are not good enough for school board service. While the very nature of some other public offices may call for a certain amount of 'horse-trading,' comprise, jockeying for position, and expediency, these are characteristics which no school board member can afford to possess if he is to serve the best interests of the children who are to be educated.

"Likewise, the quality of performance of the superintendent is governed, in large measure, by the concept of the position held by the school board. The duties of the superintendent are determined more often by the board than by statute. A board which regards its superintendent as a clerk or which forces its superintendent to spend the bulk of his time and energies in defensive measures is not likely to receive the constructive, educational leadership so sorely needed in every school system today."

PUBLIC GOOD

THE doctrine of "public good" denies to public employees certain rights and privileges enjoyed by labor groups; it prohibits municipal and other public employees, including teachers and school custodians and other school workers, the right to strike and picket as a means of enforcing their requests for better wages, working conditions, etc. Except for a few states that deny unionization by law, public employees have the right to form organizations for the protection and advancement of their rights. They have full right to make public their grievances and to solicit wide support of their points of view.

The right of collective bargaining, as it is usually understood in private industry and labor, cannot be used in the same way or to the same extent by public employees. The limitations on bargaining are somewhat difficult to define, but the more or less compulsory and binding character of private industrial and union negotiations cannot be insisted upon by teachers and other school employees. Even so strong an advocate of labor as Franklin D. Roosevelt recognized the limitations of talks between public officials and their employees.

Most of the difficulties between teachers and school boards, and even more so between school engineers and custodians and school boards, can be adjusted amicably if there is a definite pattern for handling requests and "due consideration" of grievances. New York City schools are now engaged in working out a definite scheme that, it is hoped, will prevent the recurrence of such unfortunate occurrences as the wholesale "resignations" of night school teachers several years ago and of the disgraceful one-day teachers' strike last year.

It is only common sense for school boards to adopt a benevolent attitude in the adjustment of differences with their staffs, The boards are not employers in the sense of private employers who must seek a profit from the transactions of their companies. As trustees of the educational welfare of the community it represents, every board should use exemplary methods in discussing and negotiating with their staffs — for the public good.

TEACHER-SCHOOL BOARD TROUBLES

AN N.E.A. investigation of troubles between the board of education of Santa Fe, N. Mex., and the teachers of that city reveals the fact that the present bad situation is the result of some years of ill-advised practices and slowly developing suspicions and antagonisms. There was no sharing of the diverse problems and difficulties which confronted respectively the board, the administrative staff, and the teachers, and little or no respect for the respective rights and duties of the three groups. The board made the policies; the professional executive set up the procedures; the teachers were compelled to accept the contracts and salaries, and the orders given them. The evidence at the investigation indicates that there was a lack of the kind of friendly insight and teamwork which are needed for a school system to move forward in effective education for the children and the community.

In contrast a report released by Supt. Henry M. Gunn, of Palo Alto, Calif., summarizes the established policy of the board's relations with the professional staff.

Board members are encouraged to visit schools at any time. The traditional approach to the relations between the board and the superintendent is to state that the board is the policy making body, the superintendent is the administrator. In Palo Alto the effort has been to make it a team approach. The superintendent may share in policy making and the board in recommending administrative policies.

Teachers and board members have had friendly relationship for a decade. Teachers attend all board meetings and welcome board members at their social and business meetings.

The superintendent deals with the board as a whole. Committees are established when it seems expedient to do so. Any topics which have not been mentioned in this report can be discussed with the superintendent at any time.

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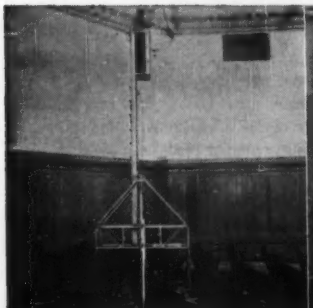

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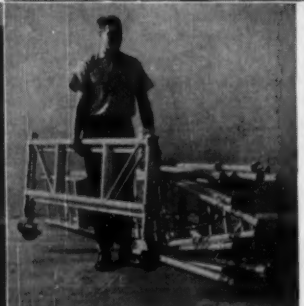

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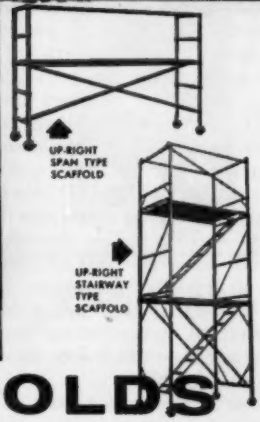

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WORD FROM WASHINGTON

(*Concluded from page 37*)

Secretary of Health, Education, and Welfare Ribicoff told a press conference he did not believe the Administration had the authority to deny federal funds to segregated school districts through an executive order. He held that if there is no such prohibition in the enabling law, he doesn't think the executive branch has the right to legislate outside it.

Terming it "a tragedy to put on the back of education the problems of everything, including the problem of civil rights," Secretary Ribicoff warned against holding back education progress with side issues "which block the real intent and purpose" of school legislation. He said "no innocent child, whether in Mississippi, Louisiana, or Little Rock, should suffer at all for the philosophy of his elders or of the school board."

A week later President Kennedy reported in answer to a press conference inquiry that the advisability of issuing an executive order to bar federal funds to schools that practice racial or religious discrimination "is a matter which is under consideration . . . as a part of our general over-all study of where the Federal Government might justfully place its power and influence to expand civil rights."

Earlier, Congressman Adam Clayton Powell, Jr., who represents Harlem in New York City and is the current chairman of the House Committee on Education and Labor, had threatened to press for his amendment to withhold federal aid from segregated schools unless the President would assure him that he would by executive order withhold federal education funds from any political subdivision of the nation that is in defiance of federal law.

It was feared that if an anti-segregation rider — which has been a major factor in the defeat of general-aid-to-education legislation on two previous occasions — would be attached to the bill on the House Floor it might result in a coalition of Southern Democrats and Conservative Republicans with sufficent strength to kill the measure.

Adding fuel to the controversy, Senator Harry F. Byrd (D., Va.) stated: "Any bill Congress passes now may not carry a desegregation provision. But there is real danger that on some future bill appropriating the money to make the payments to the states, a rider may be attached saying that no funds shall go to any state which does not desegregate its schools."

Some viewed as a concession in the direction of helping public schools integrate the passage in the President's Education Message which stipulates: "Ten per cent of the funds allocated to each state in the first year, and an equal amount thereafter, is to be used to help meet the unique problems of each state's 'areas of special educational need' — depressed areas, slum neighborhoods, and others."

According to administration officials this money could be used to meet unusual expenses arising from desegregation of schools. Teaching children of migrant workers, projects assisting retarded or gifted pupils, experimental programs aimed at improving the quality of instruction are other types of activities that would be eligible for this aid which Secretary Ribicoff said should be used to "break some new ground in education."

Impacted Areas Added

Companion bills to implement the President's school-aid recommendations have been introduced in Congress by Senator Wayne Morse, Chairman of the Senate Education Subcommittee (S. 1021) and Representative Frank Thompson, Jr., a member of the House Committee on Education and Labor (H.R. 4970).

In a surprise move the President suggested including amendments to modify the two basic laws concerned with federally-affected areas (P.L. 815 and P.L. 874 enacted in September 1950) in the general school-aid legislation, although this possibility had not been mentioned in his Education Message. Administration reasoning that impacted-area activities could be cut back when the general-aid funds become available to all school districts was thought to be a motivating factor.

The tying together of both these programs was viewed by some seasoned Capitol Hill observers as a bid to attract to the support of a broader school aid measure those conservative congressmen who because of large federal installations in their districts favor the impacted-area program although opposed to federal school aid generally.

The proposed changes would make permanent certain provisions in the federal impacted-area laws which will expire on June 30, 1961, unless extended by the Congress. They would, moreover, drastically reduce their present programs. According to U. S. Office of Education figures the Kennedy plan would slice about $109 million from the $312 million that P.L. 815 and P.L. 874 activities would cost in the fiscal year 1962 if the present laws were to be extended without amendments.

Under the Administration's proposals federally-burdened school districts would continue to receive the full (100 per cent) of the local cost of the maintenance and operation of schools (including teachers' salaries) for "Category A" children whose parents both live *and* work on federal property.

In the case of "Category B" students whose parents live *or* work on tax-exempt federal property, the new legislation, if enacted, would provide permanent authorization for federal payments to help local school districts meet the cost of furnishing public education for those pupils. However, under Public Law 874 the aid to districts with "Category B" children would be reduced from 50 per cent to 25 per cent of the local contribution per child, and under Public Law 815 a corresponding cut would be made in federal payments for increases in the public school enrollment of such children.

Moreover, the eligibility requirements for "Category B" districts would be tightened over a three-year period. The minimum percentage of federally-connected "Category B" children out of the total number of students in average daily attendance in the school district would be raised from the current three per cent requirement to 4 per cent in the first year of the new program, five per cent in the second, and 6 per cent in the third year and thereafter. The result would be to "phase out" about 1000 of the 3900 "impacted" school districts now receiving this aid.

Federal payments for children whose parents are employed in private defense plants and who do not live or work on federal property would be eliminated completely. In the fiscal year 1960 only 19 of the 3900 impacted-area school districts fell in this category.

Other Programs

There was speculation that the new Administration might later also seek modifications in the federally-aided vocational education programs.

The President announced in his Education Message that he is requesting the Secretary of Health, Education, and Welfare "to convene an advisory body drawn from the education profession, labor-industry, and agriculture as well as the lay public, together with representation from the Departments of Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts, and making recommendations for improving and redirecting the program."

The President also said he would "subsequently ask the Congress to amend and expand the Student Loan and other provisions of the National Defense Education Act." His proposals for college scholarships (described earlier) and for loans for constructing college housing and necessary academic facilities are slated for submission in different measures. ■

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DEFAMATION

(*Concluded from page 16*)

cated. Under such circumstances communication of rumors and suspicions are justified only if there exist reasonable grounds to believe that they are true.

Many schoolmen may not want to take the risk of evaluating interest in order to determine the privilege to convey rumors and suspicions and will limit themselves to such communication when circumstances cause them to believe that reasonable grounds exist to induce belief that they are true.

Although a schoolman would generally be very wise not to volunteer defamatory rumors and suspicions, he may stand in such relationship to a fellow schoolman as to justify the utterance. Just as the bank cashier would be justified in reporting to the bank president his reasonable suspicions of the honesty of a teller, a schoolman may be in a position where he could properly communicate rumors and suspicions in which he had a reasonable belief. The principal could surely relay to his superintendent rumors and suspicions.

H. What about fair comment or criticism?

Although this paper does not discuss the privilege of fair comment, *Question H* is asked in order to permit clarification which will avoid misunderstanding.

One of the defenses to an action for slander or libel is that of fair comment or criticism. This defense covers only the expression of opinion and not the statement of facts. Criticism is confined to matters of public concern. Such criticism in the form of an opinion is recognized as having a wider scope of protection than assertion of fact.

The privilege of free dissemination of opinion extends to such things as administration of public affairs, conduct or qualifications of officials and candidates, the work of contractors paid out of public funds, the management of such institutions as schools, charities, and churches. Anything submitted to the public for its approval such as books, works of art, entertainment, scientific discoveries, advertising schemes or projects appealing for support, is subject to fair comment and criticism.

The criticism of such matters is privileged even if it is defamatory. There are certain restrictions, however, placed upon publication. The facts which evoke the criticism should be noted unless they are so well known or available to the public that such mention is not necessary. The facts mentioned can be those which can be communicated under protection of qualified privilege.

Even though this discussion is not basically concerned with the right of the schoolman to use fair comment or criticism, it is apparent that he enjoys the right along with every other person. If he uses it without abuse, he does not have to fear the results of a suit for defamation. Of course, from another viewpoint, many schoolmen are on the stage of life to such an extent as to justify others in commenting upon and criticizing their activities. This discussion has accomplished its purpose if it has enabled the educator to know with greater certainty the privilege he enjoys and the dangers he must avoid. ■

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Covers: Team Teaching, Ungraded Primary Schools, Uncovering Hidden Talent, Teacher Aides, Educational TV, Teacher Recruitment and Training, and much more. Paperbound, only $1.50 at all booksellers, or direct from the publisher.

DOUBLEDAY & CO., INC.
Garden City, N. Y.

SCHOOL NEWS

(Concluded from page 35)

ences with the building principal and supervisory personnel. Teachers receive annual increments of $200 during this period. The beginning salary is set at $4,700, with a maximum of $5,100.

If, upon completion of the probationary period, the teacher is rated as a professional by the building principal and staff, he or she, with the approval of the board, moves on to the professional salary level. This salary is $8,000 with a bachelor degree, $8,500 with a master, and $9,500 with a doctorate. This salary can be attained in the fourth year of employment and increments thereafter are for the earning of advanced degrees. ■

custodian promotion

A new promotional transfer plan for custodians and custodian-engineers of New York City school buildings has been approved by the board of education. One feature will be a periodic rating by the school principal.

Combining job performance and seniority in appraising applicants for advancement to higher-paying positions, the plan is a refinement of an arrangement which had been in effect for eight years. The ratings will cover administrative ability, dependability, loyalty to job, initiative, resourcefulness, the cleanliness and condition of the building and co-operation with the school staffs. Seniority will be considered, but at least 20 years' service will be required for promotion to a post grossing $35,000 a year or more.

portable schools

A study of the cost and utilization of permanent and portable classrooms, carried on under the direction of the Stanford University Planning Laboratory, has resulted in five specific recommendations:

1. All school districts should consider the use of portable classrooms in their total building program. The number of portable classrooms constructed as compared to permanent classrooms will depend upon consideration of such factors as district size, location, climate, population, growth patterns, community expectations, total building needs, and financial ability.

2. Portable classrooms should be looked upon as a supplement to, and not a substitute for, permanent classrooms. The initial cost of portable buildings will often be less than that of permanent classrooms, and even though additional costs of moving and converting classrooms may be involved in long-term utilization, the advantages of rapid construction and ease of moving buildings are gained.

3. Portable classrooms, if used at all, should be utilized as transportable classrooms and moved as frequently as needed. When portable buildings are no longer needed on a site, they should be moved to meet the housing needs of peak enrollment in other areas where shifting pupil populations make long-term predictions difficult.

4. Permanent facilities, such as administration, service, sanitary, health, and multipurpose buildings should be constructed when districts make use of portable classroom building on a site.

5. Permanent classrooms should be used for ultimate or stabilized pupil populations and to replace existing portable classrooms as required by long-range planning. Districts may convert some portable buildings into permanent structures when the need for portability no longer exists. ■

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Medallion

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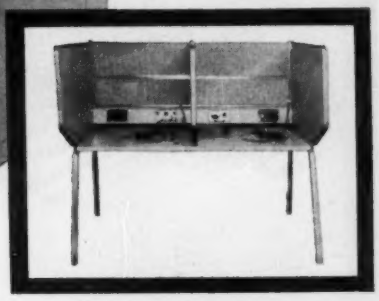

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The DUKANE *Medallion* Language Laboratory System provides an exclusive combination of features affording the ultimate in foreign language teaching efficiency.

PERFORMANCE—Advanced transistorized circuitry provides excellent response and true high fidelity quality at 3¾ i.p.s. tape speed. Matched components: amplifiers, microphones, headphones and tape recorders assure outstanding quality voice fidelity.

EXPANDABILITY—Schools for the first time may begin with a simple audio-passive system serving a limited number of students positions and as experience is developed expand to audio-active or audio-active-compare units and increase the number of student positions as required. Modular construction features simplifies classroom expansion.

SAFETY—All electronic equipment at student positions use low voltages and offer plug-in convenience. Power supplies are centrally located. Indicator type fuses provide full circuit protection . . . minimize service . . . instantly spot trouble.

THE DUKANE "MEDALLION" BUILDING-BLOCK SYSTEM CUTS ADD-ON COSTS TO A MINIMUM

FROM THIS . . . . . TO THIS!

DUKANE engineering has cut the add-on cost barrier. The instructors console is easily expandable from 25 to 50 positions. Student audio-passive, audio-active and audio-active-compare positions are easily changed utilizing existing wiring. Contact your local DUKANE Engineering Distributor for full details or write for literature listed below.

DUKANE "Medallion" Language Laboratory System Literature available upon request

DUKANE CORPORATION

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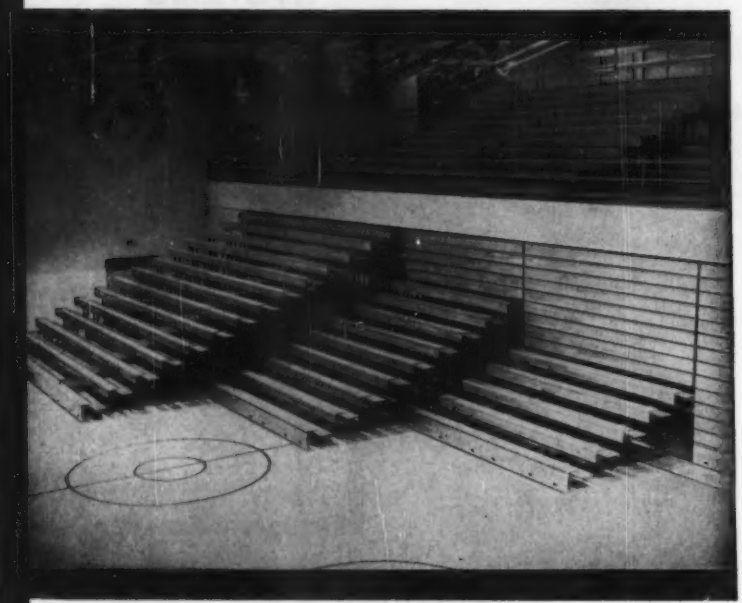
get versatile gymnasium seating for your new or present school building



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TELESCOPING GYM SEATS

permit quick, easy set-up changes for every gymnasium event

YOU CAN assure profitable *full-time use* of your school gymnasium —planned or existing—with this modern equipment, available in recessed, wall-attached, movable and reverse-fold types. Seating set-up changes are made quickly to fit every event. Any number of rows can be locked open (*see photo*). Safway telescoping gym seats give you these practical advantages:

SPECTATOR COMFORT—Good sight lines from every seat. Ample foot and knee room; comfortable inclined seats.

COMPLETE SAFETY—Full protection for spectators, gym users and maintenance personnel.

FLOOR PROTECTION—Non-marking wheels roll in separate tracks to prevent grooving.

EASY OPERATION—Straight-line tracking with extra-large wheels and nylon glides. Motorized operation available (*not needed under 14 rows*).

GOOD LOOKS—Seats nest back into a handsome vertical cabinet. Safway's rich, warm Golden Oak finish will be in harmony with any interior.

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25 YEARS

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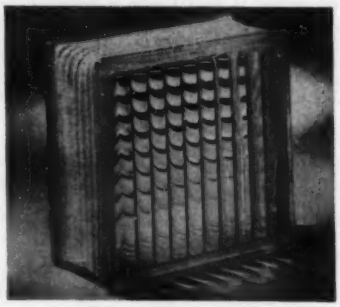
MILWAUKEE 13, WISCONSIN

WRITE FOR BULLETIN 164U

NEW PRODUCTS

COLOR IN GLASS BLOCK

Kimble Glass Co., a subsidiary of Owens-Illinois, Toledo 1, Ohio, has added a new pattern to its color-in-the-glass line of



Transmits Blue-green Light

glass blocks. It is a smooth-faced block with convex ribs on both interior faces, giving a high degree of light transmission and sparkle. The 8-in. block, No. 316-A, is named "Shade Aqua" because of the blue-green tone it imparts to light transmitted through it. Send for details.

(For Further Details Circle Index Code 052)

DRIVOTRAINER CARS

A 12-car installation of Aetna Drivotrainer cars has just been installed at Souderton High School, near Philadelphia. Because the system cuts in half the num-

Saves on Road Training

ber of hours needed for on-the-road training, it is expected that the school will be able to train 210 student drivers a year instead of the 80 trained previously. This equipment, developed by the Aetna Casualty and Surety Co., and manufactured by Rockwell Mfg. Co., consists of small, wheelless cars equipped with all the controls of standard automobiles. Students respond to a wide range of motoring problems presented in a series of 21 movies recorded on a master control unit at the rear of the room.

(For Further Details Circle Index Code 053)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

PROTECTIVE SUN LOUVERS

Protection from sun glare and storms is provided in Lumishade Fixed Sun Louvers. These aluminum louvers may be used in

Can Be Attached to Building

a continuous run, vertical, horizontal, or as individual awning units, on new or existing buildings. The louvers may be flush mounted, hung from overhangs, or used as sun controls in several ways. They have an attractive appearance and installation costs are low. Ask for an illustrated brochure from Mapes Industries, Inc., Lincoln, Neb.

(For Further Details Circle Index Code 054)

PACKAGED VENTILATING FANS

New packaged ventilating fans, designed to reduce installation, maintenance, and operating cost, have been developed by Modine Mfg. Co., Racine, Wis. Low-cost installation requires only that fan and housing are placed in a wall opening and connection made to an electrical line. Complete with weather-sealed wall shutters, the aluminum fans come in seven sizes from 12 to 31 in. square, with a wide variety of 60-cycle motors for any ventilating need.

(For Further Details Circle Index Code 055)

STEEL KITCHEN CABINETS

Steel cabinets by Youngstown Kitchens are part of the home economics equipment at the Elwyn Training School, near

Attractive Home Ec Lab

Philadelphia, Pa. This 42,000 sq. ft. school building was erected and furnished at a cost of $15.26 per sq. ft., including site development and architect fees. The steel cabinets, which feature drawers mounted on nylon glides, and laminated countertops, are easy to keep clean, and resist mars, stains, heat, and warping. Send for information from Youngstown Kitchens, a division of American Standard, Warren, Ohio.

(For Further Details Circle Index Code 056)

first order or 50th . .
quality always the same
from

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Every time we re-order an Acme Chemical product, we find it performs exactly as it did the first time we used it. Whether we order it today, next year, or 5 years from now, we know the quality will be uniformly the same.

Pete knows it, too. With Acme Chemical products, he never has to cope with something that performs sweet and true the first shipment but gives him trouble on the second or third because the quality isn't uniform.

Take Difficult Kleen. Pete uses Difficult Kleen the year round. Right now it's a big help in our summer cleanup — for stains on shower floors and walls, scum deposits in the swimming pool, ink and rust stains on floors. Order after order, Pete finds Difficult Kleen has the same safe, high-powered stain removal action, never varying in strength or cleaning quality.

Difficult Kleen is one of 80 fine products made by the Acme Chemical Company. Your Acme Man will gladly demonstrate what it does to stubborn stains.

ACME Chemical Company

Maintenance materials for the School Building . . .
serviced to your satisfaction

ROOF VENTILATORS

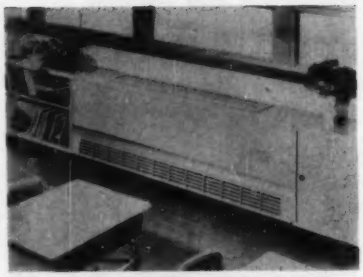
The American Standard Industrial Division, Detroit, 32, Mich., has a new Model CRD line of centrifugal roof ventilators for use in schools and public buildings. The fan wheel designed is said to move more air per horsepower and to maintain high air delivery at increased static pressures. A variety of optional accessories to meet specific application requirements is available. Send for specifications.

Aluminum Parts

(For Further Details Circle Index Code 057)

ELECTRIC UNIT VENTILATOR

The new Chromalox unit ventilator series is designed to provide heating, natural cooling, and ventilation in new or remodeled schools. Series NU models are available in varying lengths, according to CFM air and KW heating capacity, but all are only 13¼ in. deep by 26 in. high. The all-electric units eliminate the need for boiler rooms, pipes, ductwork, and chimneys. Occasional changing of filters is the only custodial care required. Write Edwin L. Wiegand Co., Pittsburgh 8, Pa., for details.

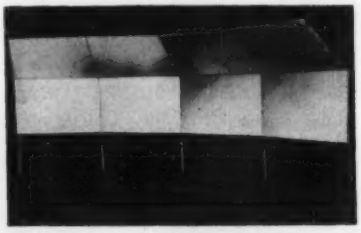


Slimline Cabinets

(For Further Details Circle Index Code 058)

INDOOR CHORAL SHELL

Because indoor acoustical conditions vary, choruses, ensembles, and soloists can perform better with the acoustics provided by the new portable indoor choral shell. This indoor shell, according to the manufacturers, will greatly improve the performance of the group because the chorus can hear itself. This basic shell consists of 6-ft. tapered sections, locked together to form a free-standing complete unit. Fully collapsible, it is easily set up, taken down, transported, or stored. Height is adjustable for use with or without chorus risers.



Improves Acoustics

Further information may be obtained by writing to Wenger Music Equipment Co., Owatonna, Minn.

(For Further Details Circle Index Code 059)

BI-DIRECTIONAL ETV

The new RCA bi-directional distribution system makes it possible to send TV signals in two directions simultaneously over the same cable arrangement. This permits one area of a school to receive closed-circuit programming while another area receives off-the-air telecasts. It also allows questions and answers from the student viewing closed circuit TV in the classroom to be sent to an instructor at another location. For complete information on this major advance in etv, write the Radio Corp. of America, New York 20, N. Y.

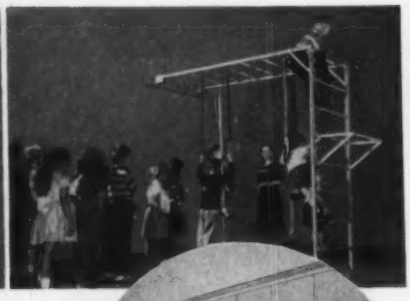
(For Further Details Circle Index Code 060)

NISSEN MEDART®

WORLD'S LARGEST MANUFACTURER OF GYMNASIUM APPARATUS

GYMNASIUM APPARATUS —Quality gymnastic apparatus, physical conditioning and anthropometric equipment, game standards and gym mats.

PHYS-EDUCATOR — Popular exercise equipment designed especially for elementary schools. Installs easily, anywhere.



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SAFE-WAL — Cushioned wainscot for gyms and multi-purpose rooms. Absorbs and dissipates body impact.

Excellence of design, materials and craftsmanship has been a Nissen MEDART tradition. So has the satisfactory solution of all problems concerning the planning and equipping of gymnasiums. Whatever your requirements, consult Nissen MEDART.

NISSEN MEDART CORPORATION

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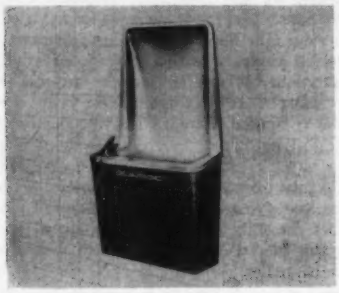
ALL-PURPOSE FOUNTAIN

A single, all-purpose fountain combines the advantages of a regular water fountain with a water cooler. The stainless-steel unit



Built-in Cooler

incorporates a refrigeration unit in its base, so that water can be cooled at any time after installation without disturbing the existing plumbing. It will also supply uncooled water. Sunroc Model SR-WF is a semirecessed, compact unit measuring 18¼ by 17½ in. It extends only 8½ in. from the wall. Complete information is available from Sunroc, Glen Riddle, Pa.

(For Further Details Circle Index Code 061)

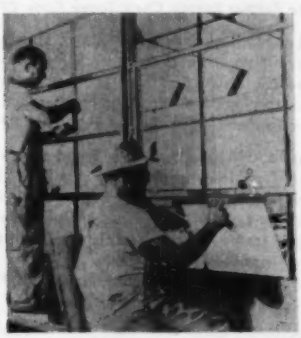
PENCIL SHARPENER MOUNTING

A new kit is offered for quick and easy, permanent mounting of the Boston pencil sharpener on cinder block, wood, metal, or glass. The sharpener may be mounted in school buildings or offices onto masonry or steel partitions without drilling holes. For further information write C. Howard Hunt Pen Co., Camden 1, N. J.

(For Further Details Circle Index Code 062)

SHATTERPROOF WINDOW PANES

Shatterproof plastic window panes, either clear or tinted, are offered by the Auburn Plastic Engineering Co., Chicago 19, Ill. To be used for windows or skylights, these panes will resist vibration, twisting, thermal expansion, and even the impact of flying stones. The panes come in a wide variety of sizes, adaptable to both wood and metal



Clear or Tinted Plastic

sash. Installation, similar to regular window panes, may be done simply and rapidly by regular maintenance personnel. Send for details.

(For Further Details Circle Index Code 063)

MRI | TRW

world's most complete line of language laboratory equipment

complete supervision for complete language teaching control

Model CD-6L

MRI | TRW

Magneticon *teacher-control console desk*

Increased teaching efficiency, provided by the CD-6L's complete control, is one of the important benefits assured by MRI/TRW's long language laboratory experience.

This modern, functional unit (illustrated) gives you the space you need for as many as 6 tape reel or automatic magazine playback/recorders, and/or phonographs. Plenty of room for storing tapes, headsets, other accessories . . . all out of sight . . . out of the way! Sliding formica tops instantly add extra wide, useful desk area.

Besides offering *the world's most complete line of quality, easy-to-use equipment*, MRI/TRW maintains a continuing program of vital educational services. Tested teaching techniques, seminars and consultations are among the many ways MRI/TRW helps assure maximum effectiveness, maximum utilization of equipment.

Write today for complete details on MRI/TRW advanced language laboratory equipment and educational services . . . and full specifications of the new Magneticon Console/Desk.

Language specialists available in your area for consultation.

- Low, efficient design lets you see entire class, while seated
- Fingertip audio control of up to 6 programs
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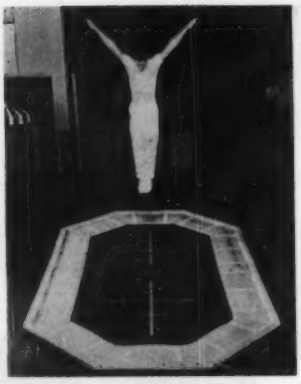
SAFE REBOUND TUMBLER

The MacLevy Sports Equipment Co., Inc., New York City, has completely redesigned its Tumble King with built-in safety features. The tumbling equipment has an octagonal shape, with high recoil, carbon steel springs arranged centrifically around the frame to connect with the mat, and with a guard cushion completely covering the frame so that the body can never strike metal. The nylon mat is coated with Hypalon, a synthetic, rubberlike plastic. The school model has a rollaway, reinforced steel stand for use in gyms. Send for full information.

(For Further Details Circle Index Code 064)



Has Padded Frame

COMPUTER TEACHING SYSTEM

An automated teaching research machine that instructs according to the student's individual abilities was demonstrated recently by the System Development Corp., of Santa Monica, Calif. The heart of the system is a Bendix G-15 electric computer which controls projector slides containing questions. When the student answers by pressing a key on an electric typewriter, the computer acknowledges the answer as "right" or "wrong," or detours the student to a set of remedial questions. Dr. John Coulson, director of this automated teaching project, states that the machine's abilities are only as good as the stored programs placed in the machine by a teacher or counselor.

(For Further Details Circle Index Code 065)

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Graphic Arts and Advertising GUILD of Milwaukee

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CATALOGS AND BOOKLETS

Full-color illustrations portray the decorative effects possible with architectural porcelain. Send for the free 12-page catalog from **Davidson Enamel Products, Inc.**, Lima, Ohio.

(For Further Details Circle Index Code 066)

A new porcelain-enameled, corrugated-steel building material called Ridgi-Cal, has been introduced by **Caloric Appliance Corp.**, Topton, Pa. The new product, used for roofing, siding, and architectural applications in schools, comes in a variety of profiles, gauges, and colors.

(For Further Details Circle Index Code 067)

Ceramic tile and ceramic mosaics are functional and decorative materials for modern buildings. Send for a copy of Booklet 211, "Catalog of Tile Products," from **American Olean Tile Co.**, Lansdale, Pa.

(For Further Details Circle Index Code 068)

"Met-L-Pak" is a new metal-to-metal, cartridge-type faucet control that uses no washers, packing, or threads. Send for information from **Universal-Rundle Corp.**, New Castle, Pa.

(For Further Details Circle Index Code 069)

Fire insurance rates are lowered with the use of fire-resistant roof decks, according to a new booklet by **The Flexicore Co., Inc.**, Dayton 1, Ohio. Send for a copy.

(For Further Details Circle Index Code 070)

A catalog of Superior Builders Hardware is available from the **Monarch Hardware & Mfg. Co.**, LaGrange, Ky. The booklet contains specifications on door hardware.

(For Further Details Circle Index Code 071)

A list of laboratory tested and approved floor finishing products is available free from **Maple Flooring Manufacturers Assn.**, Chicago 1, Ill. The listing includes penetrating sealer, bakelite-varnish finishes, and epoxy products.

(For Further Details Circle Index Code 072)

A technical folder, "A New Pattern for Projection" describes the new Projecto-Lite overhead projector made by **Ozalid Division of General Aniline & Film Corp.**, Johnson City, N. Y. Request a copy.

(For Further Details Circle Index Code 073)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

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The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

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April, 1961

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City _____ Zone ____ State _____

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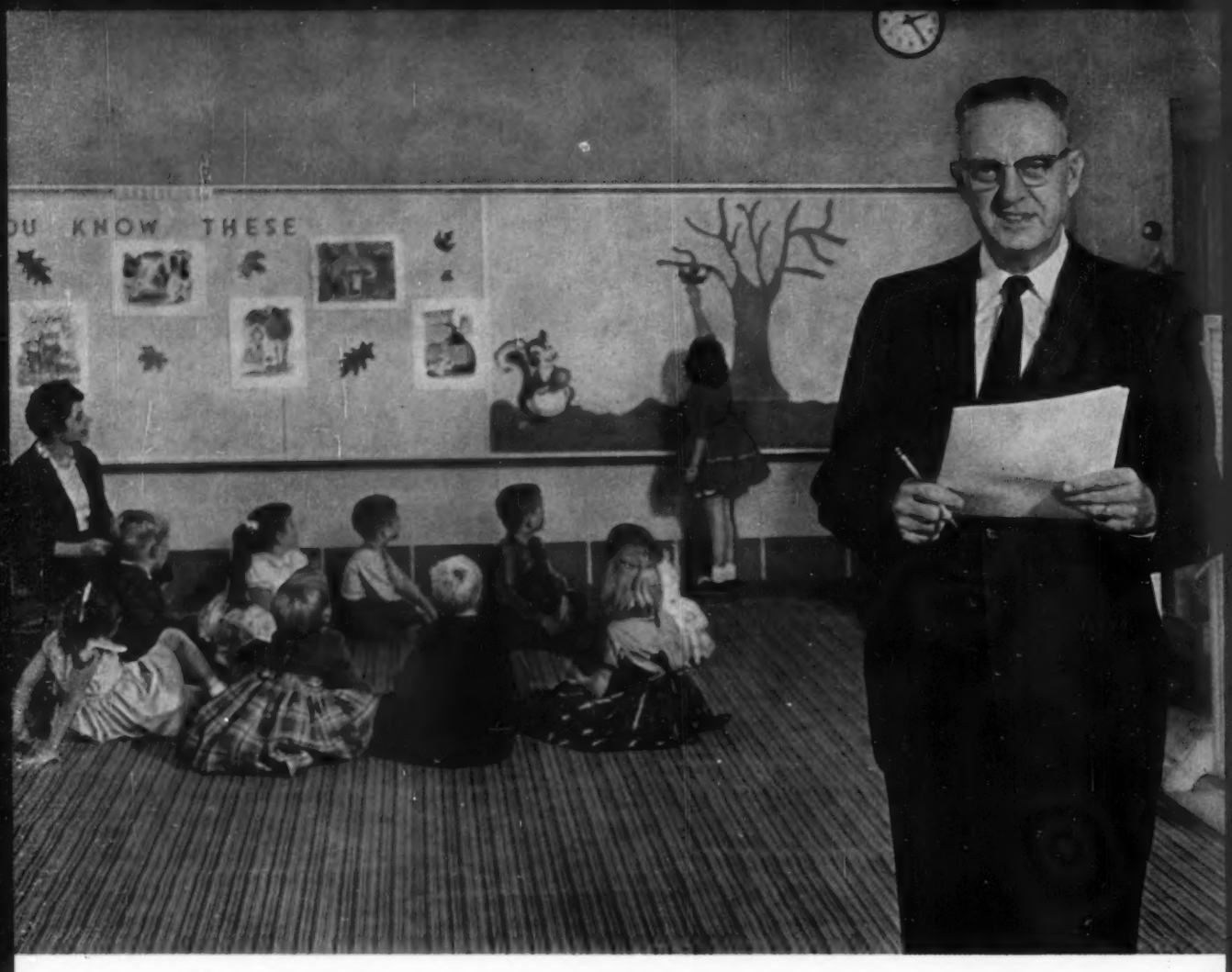

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